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1977

Curriculum Guideline for the
Senior Division

Family Studies



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It would be impossible to name the many individuals who have read and discussed parts of this document informally at various stages of its development. Some teachers have tested parts in their classrooms. Approximately seventy teachers read a pre-publication study copy of the document in April 1977; many of these individuals provided valuable last-minute input.



Ontario

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Family Studies, Senior Division

The publication of the Senior Division Family Studies guideline completes the revision of Home Economics which began with the introduction of the Intermediate Division Family Studies guideline in 1973. The Intermediate Division guideline functioned as an interim document for three years and officially superseded Home Economics I:6, 1964 in September 1976.

This Senior Division Family Studies guideline officially supersedes Home Economics RP-S.6, 1963 and Home Economics S.6(13), 1968: The Canadian Family in Perspective.

The new Senior Division Family Studies document includes two guidelines: one is intended for the development of courses for credit towards the Secondary School Graduation Diploma and the other for the development of one course for one credit towards the Secondary School Honour Graduation Diploma. Family Studies, 1977 differs from Home Economics RP-S.6 and S.6(13), 1968, which it supersedes, in the following ways:

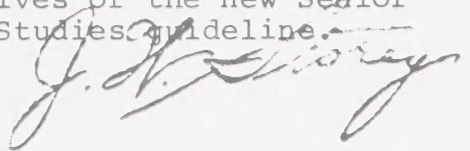
- The guideline will be supplemented by an extensive, annotated resource list that will include books, films, and multi-media resources. The resource list will be issued as a separate document before the end of the 1977-78 school year.
- Senior Division and Honour Graduation guidelines are included in one document.
- Overall aims and concepts of Family Studies outlined in Section 1 of the document apply to both Senior Division and Honour Graduation courses.

- In Home Economics RP-S.6, 1963, subject matter topics were outlined and some were compulsory. In Family Studies, 1977, the aims, objectives, and concepts form a compulsory core for courses developed at the local level. Subject topics are suggested but are not compulsory.
- In Home Economics RP-S.6, 1963, five areas of study were outlined and were to be offered in two courses: "Family Development" and "Clothing" in Grade 11; "Housing", "World Nutrition", and "Family Economics and Management" in Grade 12. In Family Studies, 1977, each of the five areas of study has been expanded and three have been renamed: "Family Development" is now "Family and Child"; "World Nutrition" is now "Food and Nutrition"; "Family Economics and Management" is now "Management of Family Resources". Family Studies, 1977 allows for the development of one or more courses. Courses may be developed from a single area of study or from any combination of the five areas, as long as the aims and concepts of Family Studies in Section 1, as well as the aims and concepts of the relevant areas of study in Section 2, are evident in each course. The maximum number of Senior Division courses that may be developed from these guidelines is six. One Honour Graduation course may be developed from Sections 1 and 3.
- Emphasis is given to the application of concepts and theories and to the importance of experiences with food, clothing, children, and families. It is stressed, however, that all such experiences must be developed within the framework of Family Studies, not conceived as activities for their own sake.
- Since courses developed from these guidelines will provide an opportunity for students to examine objectively many issues confronting today's families, it would be inappropriate to exclude one sex or the other from any course developed from these guidelines. Courses are to be planned for co-educational classes. Even if enrolment in a course is dominated by students of one sex, there must be a balance of references to the needs and perceptions of both males and females.


Many jurisdictions have already made or initiated curriculum changes in their Intermediate and Senior Division Family Studies courses. It is expected that all jurisdictions will now examine their Family Studies programs to ensure that they clearly reflect the concepts, aims, and objectives of Family Studies, 1977.

It is expected that during the year 1977-78 each jurisdiction will develop a plan aiming for the complete implementation of the Senior Division Family Studies guideline by the 1979-80 school year. The implementation plan should include the following target dates:

- 1977-78 (a) Prepare a plan for implementing the Senior Division Family Studies guideline. The plan should include procedures for informing principals, guidance departments, teachers, students, parents, and the rest of the community. The plan should also include the organization of curriculum review, including the formation of development and evaluation committees to determine the need for change, direct proposed changes, identify the needs of teachers for in-service training, identify resource persons, and evaluate activities to provide feedback to the jurisdiction and to the Ministry.
- (b) Begin implementation of as much of the plan as possible within the limitations of courses currently offered.
- 1978-79 (a) Continue implementation of the plan within remaining limitations of courses offered for the 1978-79 year.
- (b) Ensure that all persons concerned are informed of the changes arising from the implementation of the new guideline.
- September 1979 Courses offered will reflect the concepts, aims, and objectives of the new Senior Division Family Studies guideline.



John W. Storey,
Director,
Curriculum Branch.



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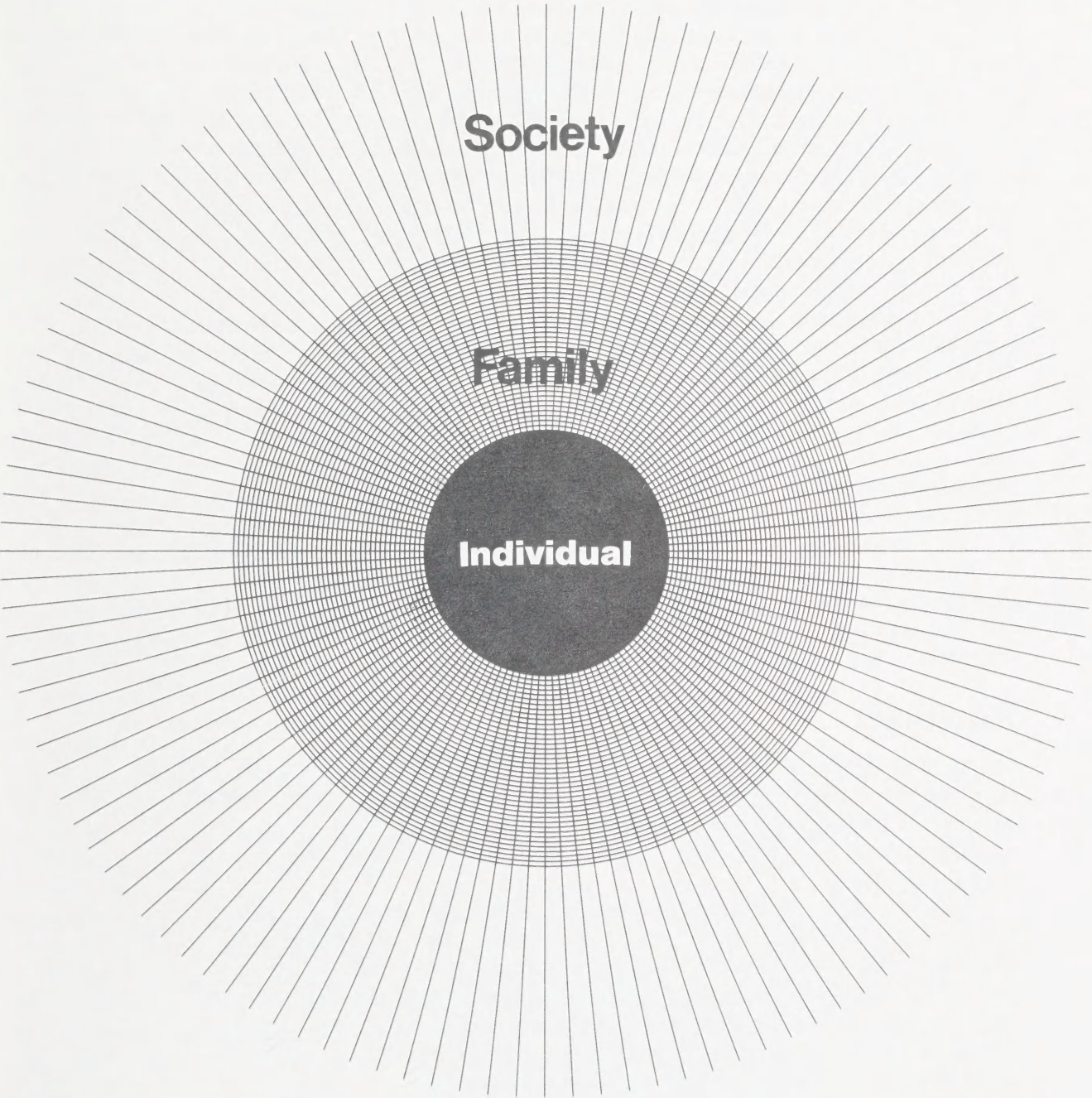
Foreword

This document contains three sections, which comprise two guidelines: Sections 1 and 2 are to be considered together as one guideline for the development of up to six courses for credit towards the Secondary School Graduation Diploma; Sections 1 and 3 are to be considered together as one guideline for the development of one course for one credit towards the Secondary School Honour Graduation Diploma.

Requirements for all Family Studies courses are identified in Section 1. Additional requirements for specific courses developed from areas of Family Studies are outlined in Sections 2 and 3.

A resource list in support of this guideline will be published as a separate document under the title *Family Studies, Senior Division: Resource List*.

Introduction to Family Studies



Definition of Family Studies

This document supersedes Curriculum RP-S.6 *Home Economics, 1963* and Curriculum S.6 (13) *Home Economics: The Canadian Family in Perspective, 1968*. The change in name from Home Economics to Family Studies is intended to convey the evolution of this field of study in response to social and technological changes affecting families.

The scope of the Family Studies field, as outlined in this document, permits the development of a wide variety of programs to meet the needs of students in the Senior Division. The primary purpose of Family Studies is education for family living. Courses developed from these guidelines will provide an opportunity for Senior students to examine objectively many of the issues confronting today's families, and to identify the skills they need for effective family living. The skills needed will extend far beyond those associated with traditional homemaking arts. While home-making skills may be part of any course developed from these guidelines, they are not the central focus of Family Studies in the Senior Division.

The concepts and aims of Family Studies are as valuable for young men as for young women, and it would be inappropriate to exclude one sex or the other from any course developed from these guidelines. It is expected, therefore, that all courses will be planned for co-educational classes and will contain a balance of references to the needs and perceptions of boys and men, girls and women.

It is also expected that the needs of students with differing learning abilities and interests will be met, either within each course, by some means of individualization, or in separate courses, with different emphases or different levels of difficulty.

It is expected that this document will lead to a review of existing Family Studies and Home Economics programs, resulting in appropriate changes in courses, course descriptions in student handbooks, and counselling of students – in short, in programs that are clearly within the rationale of these guidelines.

Rationale

Students of the Senior Division are at a crossroads in relation to their families: they stand between their family of orientation and their family of procreation, between the family that has been the primary influence in moulding them and the family in which they will play a vital role in socializing others.

These students, both male and female, are increasingly aware of the variety of family forms and lifestyles in our multicultural society, and they are ready to examine the values that underlie personal and societal decisions about families. This stage of their development is an opportune time for them to survey what has gone before and predict what may lie ahead, as well as to appreciate the complex interaction of factors that affect their own day-to-day participation in family life.

Family Studies is concerned with the social and emotional environment in which individuals develop and interact within the family. It is also concerned with the interaction of families with society and with factors in the physical environment that affect and are affected by the family. Thus, Family Studies is an applied field of knowledge with multidisciplinary roots; it draws from the humanities, arts, and sciences to help the student gain insights into family living and associated social issues.

The terms *family* and *family living* are used in this document in a broad sense to include a wide variety of social and legal definitions of family and of lifestyles. *Family* includes both the individual establishing a life apart from the family in which he or she was reared and more complex family forms within the various ethnocultural groups in the Canadian mosaic.

To organize the extensive knowledge encompassed by Family Studies, the field is divided into five areas: "Family and Child", "Management of Family Resources", "Clothing", "Food and Nutrition", and "Housing". Each of these parts of the field is a legitimate area of study in its own right, encompassing an extensive body of theory and research. Although each area of study has potential for many avenues of specialization or emphasis within its boundaries, only those topics that reflect the unifying concepts and contribute to the achievement of the aims of Family Studies are considered to be within the scope of these guidelines (see pages 6 to 7).

Conceptual Frameworks for the Study of the Family

The study of the family is approached differently by various researchers, and their scholarly and more popular writings reflect these differences. For example, some of the sociologists whose works are listed in this document use an *institutional-conceptual framework*; others use a *structural-functional framework*. The principal concern of the former is the description of typical families in different societies through history, while the central concept of the latter is the interdependence of the parts of society.

Social psychologists, on the other hand, study what people think and do within families. Among their conceptual frameworks are those that utilize a *developmental approach* involving a study of what individuals do relative to norms that apply to different stages of the life cycle; a *symbolic interactional approach* relating to the dynamics of the interaction between individuals and society; and a *systems approach*, in which the effects on the individual of the value, communication, and relationship systems within a family are subjected to examination.

Anthropologists, economists, geographers, historians, home economists, psychologists, and sociologists look at the family from differing conceptual frameworks, many of which are implied in the goals, concepts, and topics of Family Studies and are represented in the reference materials listed in the companion document, *Family Studies, Senior Division: Resource List*. Recognizing and understanding something of these frameworks is basic to understanding the research findings and theories of various scholars; each framework has its own vocabulary and point of view.

While all points of view contribute to an understanding of the family and its needs, it is imperative that teachers of Family Studies understand that it is from home economics and social psychology that the central concepts of any course developed from these guidelines are derived. Home economics is the source of a pervading concern for *the welfare of the individual in the family setting*, while social psychology contributes an emphasis on *the significance of the family to the individual and to society*. Course content, resources, and learning strategies that reflect these viewpoints should predominate in any Family Studies course.

Unifying Concepts

The term *concept* as used in these guidelines refers to an open-ended abstraction representing a mental image or understanding having many dimensions or meanings. As concepts recur throughout the curriculum, the student's understanding of them expands and deepens, enriching his or her perception of the area under investigation and facilitating the transfer of learning from one area to another. Concepts provide the framework around which topics can be organized, generalizations made, and objectives set. Four such concepts unify the Family Studies field: *family as environment within environment, values, interpersonal relationships, and decision-making*. They provide the framework around which topics can be organized and generalizations made in each of the five areas of Family Studies. It is expected that these four concepts will recur throughout every Family Studies course, whether it is developed around one area of study or around a combination of two or more.

Supporting these four unifying concepts of Family Studies, concepts specific to each area of study are identified in the appropriate sections of this document.

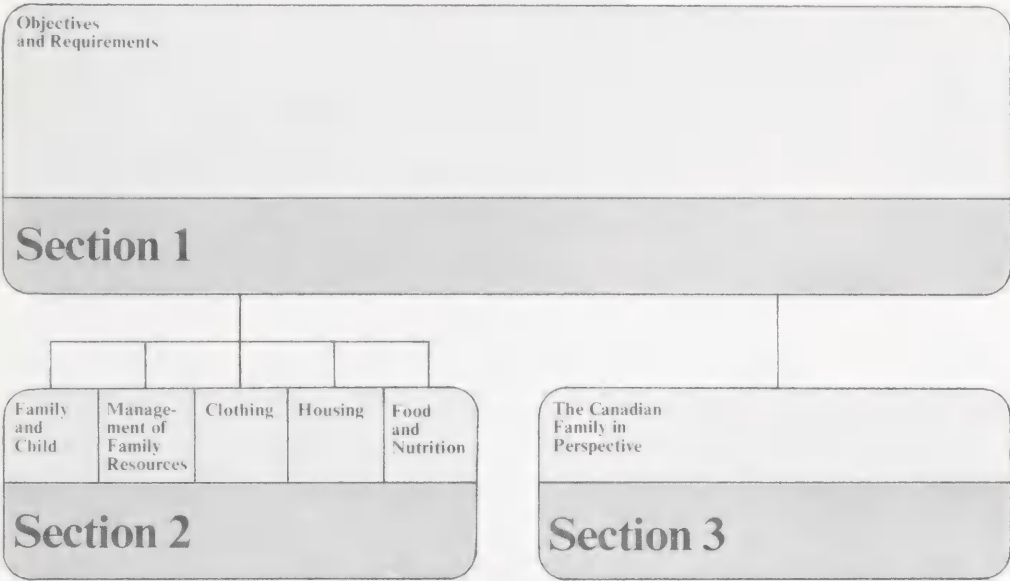
Aims of Family Studies

In the context of these guidelines, *aims* are defined as the long-term or overall goals towards which students are to be directed in Family Studies. *Objectives* suggest means of accomplishing aims and imply shorter-term endeavours. It is expected that local courses of study will also include statements of *specific objectives*, which identify learning experiences leading to the achievement of the aims and objectives stated in this guideline. The suggested topics in Sections 2 and 3 can be used to develop specific objectives. Many specific objectives will be observable and measurable, a source of evidence that students are moving towards the achievement of aims and objectives (see "Evaluation", page 18).

Every course developed from these guidelines is expected to help the student move towards the achievement of each of the following aims:

- to understand and appreciate how the physical, social, cultural, and emotional environment within the family affects the development of individuals and the relationships among family members;
- to understand and appreciate how families interact with other institutions of society;
- to understand how the quality of relationships within the family contributes to the fulfilment of each family member and to begin to develop a system of values based on this understanding;
- to acquire and apply the knowledge, skills, and attitudes necessary for making decisions affecting the physical, social, and emotional environment of the family;
- to develop the ability to analyse problems independently and to make decisions on the basis of one's own identified values;
- to understand and appreciate that many decisions affect interpersonal relationships and reflect the interdependence of individuals, families, and society, and to act upon that knowledge;

- to develop a personal philosophy of family life that recognizes the family as the primary transmitter of values to the individual and ultimately to society;
- to develop empathy for members of one's own family and for others whose cultural heritage and family style are different from one's own;
- to experience the satisfaction that can come from both independent and co-operative accomplishment.



Definition of Credit

Credit Towards the Secondary School Graduation Diploma

Courses for one credit towards the Secondary School Graduation Diploma may provide for a broad exposure to several areas of Family Studies or for a more specialized in-depth study of one or more areas, provided that each course, through its content and process:

- reflects the four unifying concepts of Family Studies (Section 1);
- contributes to the attainment of each of the aims of Family Studies (Section 1);
- reflects the concepts and contributes to the attainment of the aims and objectives of each of the areas of Family Studies included in the course (Section 2).

Balance among the various aims, objectives, and concepts will vary with the particular program, but none may be omitted and none should dominate excessively.

Credit Towards the Secondary School Honour Graduation Diploma

The student may gain one credit towards the Secondary School Honour Graduation Diploma from courses developed from this document. To be within the rationale of this guideline, a course must:

- reflect the four unifying concepts of Family Studies (Section 1);

– contribute significantly to the attainment of the aims of Family Studies (Section 1);

– reflect the concepts of “The Canadian Family in Perspective” through a multidisciplinary approach to the study of the family and contribute to the attainment of the aims and objectives of this area of study (Section 3).

Experimental Courses

The following courses are no longer experimental under these new guidelines and do not require approval from the Ministry of Education:

– one-credit courses developed from a single area of study such as family and child development, parenting, management of family resources, clothing (advanced study), food and nutrition (advanced study), and housing;

– one-credit courses that combine two or more areas of study to meet the needs of the local students and community, for example, management integrated with housing, or a survey of all five areas in courses such as Preparation for Marriage or Education for Living.

Some courses will continue to be outside the rationale of these guidelines, whether they are planned for the Secondary School Graduation Diploma or the Secondary School Honour Graduation Diploma. Courses such as the following require approval from the Ministry of Education:

– specialized branches or applications within areas of Family Studies such as catering, quantity cookery, gourmet cooking, fashion and interior design, couturier-type sewing, fine tailoring, child care, and management of preschool education facilities;

– courses dominated by skills associated with traditional homemaking arts and lacking an adequate theoretical framework leading students to the aims and concepts of Family Studies; and, conversely, courses that attempt to teach theory without an adequate treatment of practical application;

– courses that use the family only as one example in the study of disciplines such as anthropology, biology, drama, economics, history, literature, philosophy, psychology, sociology, or social psychology;

– single courses planned to provide students with two or more credits (220 or more hours of scheduled time).

Planning Family Studies Programs

Course Offerings

It is possible within the rationale of this guideline to develop courses leading to the Secondary School Graduation Diploma from any one of the areas of Family Studies in Section 2 or from any combination of them, including a survey course of all five areas. It is suggested, however, that the criteria outlined under “Definition of Credit” can most readily be met if the “Family and Child” and “Management of Family Resources” areas are combined with one or more of the other three areas.

For example, courses combining “Family and Child” with “Food and Nutrition”, “Housing”, or “Clothing” could use the major concepts of the “Family and Child” area as a focus for the concepts in the other areas. Or

courses in "Housing" and "Management of Family Resources" or in "Clothing" and "Management of Family Resources" could both use major concepts of management as a focus for concepts of clothing or housing.

It is recommended that whenever two or more areas are combined, they be integrated as much as possible rather than developed as separate and isolated segments of a course.

Only one course may be developed for the Secondary School Honour Graduation Diploma: Sections 1 and 3 are to be used for this purpose.

Because of the multidisciplinary nature of Family Studies, course offerings can be planned to fall within the scope of Communications, Social and Environmental Studies, Pure and Applied Sciences, or the Arts. It is more likely, however, that most courses will draw on ideas from all four areas of study, with the main focus on the social sciences because the aims of Family Studies can be achieved most readily through that orientation.

Planning Courses of Study

These guidelines provide the basis from which local courses of study will be developed. In the guidelines the following components of curriculum are recognized: concepts; aims, objectives, and specific objectives; generalizations; subject matter topics organized in units or themes; teaching and learning strategies; evaluation; resources. Any of these components can serve as a starting place for curriculum development, but the most satisfactory courses will probably be those that centre around specific objectives consistent with the aims and objectives of these guidelines and that emphasize generalizations consistent with the concepts of the guidelines.

Family Studies in the Intermediate and Senior Divisions

The opportunity to take courses in Family Studies is available to students in both the Intermediate and Senior divisions. However, there are no prerequisites for enrolment in the Senior Division. This document provides enough flexibility to allow the development of programs that will meet the needs of students who are new to Family Studies as well as the needs of those who expect to build on learning acquired in the Intermediate Division. When these two types of students are enrolled in the same class, their special needs can be met through the thematic organization of subject matter and through learning approaches that enable individuals and groups to learn independently of each other.

The aims and unifying concepts of Family Studies and the major concepts of each of the five areas of Family Studies are similar for both divisions. It is expected that students in the Senior Division will improve their ability not only to generalize about the unifying concepts but also to see relationships among generalizations and that they will make significant progress towards the attainment of the aims of Family Studies.

Relationship of Family Studies to Other Subjects

Some other Ministry guidelines, such as *Physical and Health Education*, *Biology*, *English*, *Urban Studies*, *Environmental Studies*, *Man in Society*, and *History*, permit the development of courses that might include some aspects of Family Studies.

If there is concern about overlapping of Family Studies with other subjects, the courses involved should be discussed and compared in terms of the requirements of their respective Ministry guidelines, and a balance of courses that complement each other without undue repetition should be established. Family Studies is such a broad field, with potential for so

many different approaches, and the need for students to learn about families is so great, that this concern about overlapping may well become a strength in program-planning.

Application of Theory

The practice of differentiating between the theoretical and the practical parts of a course as though they were separate entities is discouraged. Knowledge must be acquired before it can be applied, but theory can and must be illustrated, demonstrated, and clarified through learning experiences that involve students in active and interesting ways. Conversely, students must be helped to see clearly the relationships between the so-called practical parts of a course and the theory upon which practice is based. It would be inconsistent with the aims of Family Studies to have students learn principles in such areas as nutrition or child-rearing without the experience of handling and tasting food or interacting with children. The opposite situation would be equally unacceptable. Both theory and practice are essential in an applied field such as Family Studies, and they must be treated in an integrated way.

Validity of Information

All areas of Family Studies should be taught on an objective, intellectual level, yet students, teachers, and supervisors may find it difficult to maintain objectivity in this potentially value-laden field.

Everyone eats, wears clothes, lives somewhere, manages personal or family resources, and interacts with parents, siblings, children, and friends; therefore, everyone has theories on family living based on personal experience. In order to keep bias to a minimum, teachers and students should avoid generalizing from personal experience, although personal experience may enrich generalizations founded on wider evidence. If the teacher plans strategies for learning that help students to integrate theory with practice through the processes of decision-making, some degree of objectivity can be achieved.

It is recognized, however, that substantive theory in many areas of Family Studies is not always easy to identify. Some recommended practices in the fields of nutrition and food, clothing, housing, family relationships, and child-rearing may be based on the results of careful research; some may be of long standing. Other recommendations may be based on untested hypothesis, common usage, personal preference, or the values of a specific group or individual. Teachers must be aware of the nature and authenticity of the sources of their information and of the source of the values they are teaching, both overtly and inadvertently. Misinformation and prejudice may enter into any area of Family Studies, but nutrition and child-rearing are especially subject to the influence of faddists, self-styled experts, and purveyors of old wives' tales. A discussion of the selection of appropriate sources of information appears on pages 19-20.

Teaching and Learning Strategies

The Family Studies student is expected not only to acquire knowledge, values, and skills in the subject matter of this discipline but also to become more skilled as a learner: to analyse problems independently and to derive satisfaction from both independent and co-operative accomplishment (see "Aims of Family Studies", page 6). To achieve these aims, specific courses may require the student to become competent in various learning methods such as experimentation, research, discussion, observa-

tion, co-operative work, practical activities, summarizing, and evaluating.

It is expected that courses of study will identify the *learning process* as clearly as the *subject content*, and that appropriate strategies for teaching and evaluation will be selected to help the student achieve both process and content objectives.

A number of teaching and learning strategies appropriate for particular aspects of Family Studies are described in the following subsections. For convenient discussion, the selected strategies are divided, somewhat arbitrarily, into four groupings: domains of learning, organization of subject matter, classroom atmosphere and organization of students, and teaching-learning methods. The strategies are interrelated and, when they are directed by a creative and committed teacher, can be used in many combinations to achieve the purposes of Family Studies. None of the strategies, however, is foolproof. Other strategies, not mentioned in this document, might be more appealing to some teachers.

Domains of Learning

Integration of Cognitive, Affective, and Psychomotor Learning

Learning experiences should help students develop concepts that integrate cognitive, affective, and psychomotor learning. While values, attitudes, beliefs, and emotional responses are *affective*, the understanding of them is *cognitive*; similarly, the understanding of principles underlying *psychomotor* responses is cognitive. *Behaviour* is the overt expression of an individual's stages of cognitive and affective development.

Concepts and Generalizations

The term *concept* is defined on page 6. Concepts cannot be taught, but learning experiences can be planned so that students gain insights into conceptual abstractions in cumulative and often overlapping ways.

For example, the infant's concept of the nature of food is limited to the sensory properties of food that relieve hunger and provide pleasurable or distasteful sensations. To the post-doctoral student of nutrition, the concept of the nature of food will include a vast array of supporting concepts and generalizations that refer to the chemical composition of foods, the body's use of these chemicals in cellular metabolism, and the cultural mores that affect people's attitudes towards food.

Generalizations are steps towards the development of concepts. They are expressions of underlying truths that have an element of universality and usually indicate relationships. To carry the nutrition example further, after they have had a variety of learning experiences, students could generalize that an individual who consumes one serving of citrus fruit each day will have adequate ascorbic acid for all body processes that require this vitamin. They might also generalize that food habits learned in childhood usually last a lifetime. Both generalizations contribute to the students' concepts of the nature of food and form part of the foundation on which they will build their values and model their behaviour with respect to food.

No matter which learning strategies are used, students should progress in their ability to make valid generalizations, not only about the subject content in the cognitive, affective, and psychomotor domains, but also about the learning process. In this way students improve their ability to choose their own values and behave in a manner congruent with their knowledge and beliefs, and they also improve their ability to continue to learn.

Psychomotor Skills

Certain psychomotor skills are needed by students of Family Studies. It is hoped that teachers will continue to seek efficient ways to teach techniques associated with routine operations of clothing construction, food preparation, child care, home maintenance, or other traditional home-making arts, when the development of such skills contributes appropriately to the concepts and aims of a course. Creative use of the wealth of written and visual material available commercially and of similar material developed by the teacher can result in increased efficiency in teaching this aspect of Family Studies. For example, many teachers have found that step-by-step samples of a variety of sewing methods are helpful to a majority of students.

It is important, however, that teachers and students recognize that techniques used in homemaking arts vary while principles remain relatively static. It is expected that Senior students will not spend a disproportionate amount of class time perfecting such techniques. Emphasis should be on the principles that will form the basis of personal practice leading to the degree of perfection desired by the student in months or even years to come.

Organization of Subject Matter

Units

Subject matter in each of the areas of Family Studies can be presented as topics organized into units consistent with traditional classifications of subject matter. This type of topical organization is used in Sections 2 and 3 of this document to outline the subject matter to be considered in planning courses. There are a number of reasons why a teacher might choose to retain this form of organization of subject matter. Chief among these reasons might be the efficiency of this type of organization in ensuring that students are exposed to an extensive predetermined body of information. There may, however, be a tendency to emphasize the lower levels of cognitive thinking, to stress acquisition rather than application of knowledge and skills, and to treat the affective domain somewhat superficially.

Themes

Themes offer another method of organization. A *theme* is defined in this document as an aspect of Family Studies around which a program can be organized to aid students in the development of concepts and the achievement of the aims and objectives of Family Studies. A course might be organized around one major theme or around several less extensive ideas. In any case, there would be a number of sub- or mini-themes to support the major theme ideas.

In themes, subject matter topics should be organized around specific functions, concerns, challenges, or activities of families. The theme provides a framework for the application of principles and for the integration of topics derived either from a single area of Family Studies or from several areas of Family Studies and several points of view. Many theme ideas are given in Sections 2 and 3 of this document.

It is possible that certain traditional topics will not be covered in a thematically organized course. This situation should not be cause for concern so long as the aims and concepts of Family Studies are the focus of the specific objectives and generalizations of the theme.

Themes may be developed in traditional expository ways or through other teaching and learning strategies, such as inquiry, independent study, small-group discussion, and learning packages.

Themes related to broad aspects of family life, such as child-rearing, family rituals, roles, conservation, marital breakdown, economic conditions, or intergenerational relationships, might draw on all five areas of Family Studies. For example, a theme called *Family Observance of Significant Occasions* might include such topics as: marriages, anniversaries, child-birth, birthdays, death, New Year, or historical or religious events such as Passover, Hanukkah, Christmas, Easter, Ramayana, or Confederation.

The following ideas could be related to the topics from the various points of view of Canadians representing distinctive lifestyles and ethnic heritages (all ideas may not be appropriate for every occasion being studied):

- the cultural, social, psychological, and religious meanings of the occasion to individuals in various stages of the life cycle;
- values related to gift-giving, celebrations, responsibilities of family members;
- management of household tasks and money to be used for the occasion; various family decision-making patterns and their consequences;
- special food preparation and service; feasting and fasting;
- special clothing for the occasion;
- accommodation of special-occasion activities in the living space of the home;
- adaptations in the community to accommodate the special occasion;
- effects of special-occasion activities on family relationships.

All students could study all topics, or students could be given a choice of occasions and a choice of approaches within the theme. Teachers will be aware that the beliefs of some students preclude participation in any type of celebration. Alternate themes should be available for such students.

Classroom Atmosphere and Organization of Students

Co-operative Learning

Learning is enhanced when there is a high degree of co-operation, both between students and teacher and among students. Co-operation is fostered when some decisions about learning are shared. Such sharing, or *co-operative planning*, can range from the teacher's giving students a choice between two or more teacher-planned activities to co-operative planning, by students and teacher, of an entire course, including objectives, learning experiences, resources, and methods of and criteria for evaluation.

Students can be given increasing opportunities for choice as they progress in a course. As they continue to enlarge their comprehension of the decision-making processes involved, they will be able to share in increasingly complex decisions about their own learning.

Other factors that enhance co-operation are: increasing student participation in discussion and in other active learning experiences; growing awareness, on the part of the student, of the learning processes as well as

the content of the course; increased relevance of the learning experiences to the student's personal life.

Co-operative learning may have, as its ultimate goal, independent or individualized learning, or the goal may be better learning in a group situation. Specific methods might differ, depending on this ultimate goal for the learning process.

Individualized Learning and Independent Study

The terms *individualized learning* and *independent study* have slightly different connotations, but both strategies are based on the premise that students who engage in a learning program that is of intense and vital interest to them not only learn more but also acquire better learning techniques.

Learning is individualized when students feel they have some control over *one* or *all* of the following: frequency and duration of input meetings and study sessions; choice of subject matter; sequence of topics and depth of treatment; objectives, criteria for evaluation, and decisions on readiness for testing; instructional and learning methods. The more control students have over the components of their learning environment, the more independent they become.



Like all procedures, the techniques of independent study must be learned. As a course progresses, increasing independence can be granted. For example, learning packages may be helpful at first, for they allow students to be independent with respect to time while depending on the teacher-structured package for content and learning procedures. In an independent-study situation, the teacher must act as adviser, providing a framework based on the concepts and aims of Family Studies, setting the limits of a project, and negotiating with the students about the paths of their inquiry at predetermined intervals. Contracts drawn between teacher and student may be used to set limits and clarify the procedure to be followed.

Clothing construction and child observation are two aspects of Family Studies programs that lend themselves readily to individualization. Every area of Family Studies provides ample opportunity for independent study, but a comprehensive independent study project is especially recommended for "The Canadian Family in Perspective" (Section 3). Independent study can also be used to help special students earn credits when they cannot, for various reasons, attend class. Certain aspects of Family Studies, however, involve the kind of learning that requires human inter-

action; therefore, it would probably not be advisable to plan an entire course around independent study.

Small Groups

Group work is important in Family Studies: the family is itself a small group, and one can understand it better by simulating it in some ways. Also, many of the activities that demonstrate applied theory, such as food preparation and learning about family relationships, are best performed in small groups.

Large classes may be more easily managed if the class is divided into groups, each working on themes requiring different resources and facilities. In small groups, students can role-play, discuss case studies or controversial topics, solve real or hypothetical problems, or explore new concepts.

The premise for small group work is that much of learning involves social interaction. The small group provides greater opportunity for students to interact on an individual level. For group work to be effective, both teacher and students should have a basic understanding of group process, and the purposes of group work should be clear to students.

Selected Teaching-Learning Approaches and Methods

Inquiry

The inquiry method requires students to ask, as well as answer, specific questions that can be answered by the use of different types of thinking, such as critical, analytical, imaginative, and conjectural. To answer the questions, students use reason, evidence, inference, and generalization. Questions should be appropriate to the areas of Family Studies being emphasized in the course and to the unifying concepts and aims of Family Studies.

General questions such as the following could lead to more specific ones:

- What is a family? What are the most prominent types of family structure now existing? What variant and experimental structures are evident? What functions are common to all types of family?
- What characteristics of families contribute most to a satisfying family life?
- What special conditions relating to family life exist in the local community?
- What recent developments in the fields of knowledge within the areas of Family Studies being emphasized could have the greatest impact on family life?
- What knowledge, skills, and attitudes in each of the areas of study are of fundamental worth for wise decision-making about family life?
- What are the important trends in society and in family life? Upon what values of society and families are these trends based?

Actual Experience

Real experiences provide learning activities that are effective in helping students integrate theory and practice. Working with food, preparing and serving meals, and working with textiles, clothing, and children are all



essential parts of a Family Studies program. Real experiences tend to be time-consuming and often must be completed, or done entirely, outside class. Teachers must weigh the advantages and disadvantages. The student's own family may provide many relevant examples or opportunities for practising principles taught in Family Studies classes; however, sensitivity and tact are needed so as not to infringe upon the privacy and dignity of the student or his or her family.

Simulations and Games

Simulated experiences, through such media as role-play, simulation games, case studies, stories, plays, poetry, film, music, and art, allow the student to experience vicariously a wide variety of family-life circumstances. Simulations can help the student get close to real-life experiences when time and good sense preclude the real experience. Generalizations can be made from the simulations through skilful questioning and group discussion.

Expository Teaching

Lectures, demonstrations, textbook assignments, and other procedures in which students play a relatively passive role are usually efficient means of transmitting information. They make an important contribution to the learning process, especially when they are supplemented by a variety of audio-visual presentations and followed by small group work or participation in real or simulated experiences.

Literature, Art, and Music

From literature, defined broadly as written material, and from art and music, students may gain new insights into all areas of Family Studies.

Stories, novels, biographies, poetry, case studies, plays, films, songs, and reproductions of art works are rich resources for generalizations in Family Studies. Family living and management of family resources have often been used as major themes in literature and art. Clothing, housing, community environment, and food practices are depicted in literature and art to define personalities and set the stage for human interaction. Co-

operation with the English and art departments of a school could be rewarding.

Empathetic Approach

The empathetic approach can be useful in any area of Family Studies in which students are learning about human relationships or developing concepts of the significance, to individuals and groups, of clothing, food and nutrition, or housing. Empathy can help to integrate the cognitive and affective domains. It can help students to learn and apply principles of subject matter and of behaviour in their own lives as well as to understand how others think and feel and why they behave as they do.

Learning Package

Part or all of a course can be developed in learning packages planned around specific themes of Family Studies. The most satisfactory packages are probably those designed by a teacher or a group of teachers for specific groups of students, but commercial packages can be adapted for local use.

In a well-prepared learning package, the main ideas or concepts to be learned are outlined, objectives are stated, and a variety of learning experiences are described clearly enough for students to follow the directions, individually or in groups. The learning experiences are chosen to lead students to make valid generalizations and to achieve the stated objectives. Learning experiences could involve such activities as reading, summarizing, discussing, viewing visual materials, handling fabric or food, collecting or describing items, doing experiments, interviewing people, or finding answers to various types of questions. Evaluation of student achievement, based on the stated objectives, as well as evaluation of the learning package itself, should be an integral part of the package.

Because learning packages are thoroughly prepared in advance, students need very little group or class instruction. The package instructions can provide more or less flexibility in the use of time and in the choice and sequence of topics. Options among objectives and learning experiences can provide for the different needs and interests of students. The teacher is free to give specific assistance to those who need it, while the majority of students will be able to proceed with the instructions given in the package.



Discussion

Discussion is an important part of any Family Studies course. Discussions may be conducted in large groups, in small groups, or between two people. Panel discussions, forums, symposiums, debates, seminars, fishbowl and group problem-solving sessions, buzz groups, or other more or less formalized strategies are appropriate. Any of the other strategies mentioned in this section could stimulate discussion about most topics in Family Studies. No matter what the topic or the degree of formality, the purpose and substance of a discussion must never be left to chance. Students need to know why they are discussing, and they need to know something about group dynamics and the various roles of group members if their discussions are to be productive.

Evaluation

Evaluation implies a judgement of worth. It should be a continuous and integral part of the teaching-learning process, involving assessment of the effectiveness of many of the components of the process as well as measurement of the learning acquired by each student.

Differentiation should be made among the following types of evaluation: evaluation to measure student achievement in order to report to the student, parents, school administration, and others; evaluation to measure student achievement in order to diagnose and prescribe more effective strategies for groups or individuals; and evaluation of the program to assess its effectiveness or appropriateness.

Procedures for all three types of evaluation can be identified when the course objectives are chosen (see definition of objectives, page 6). The establishment of evaluation procedures is facilitated when specific objectives relating to both process and content are specified, and when the learning strategies and resources are related clearly to the stated objectives. The assessment of intended results, however, should not preclude the evaluation of student growth that is significant, though unplanned.

When evaluating student achievement, care should be taken that cognitive growth towards knowledge, comprehension, application, analysis, synthesis, and evaluation is assessed. Judgements of the quality of products created, as in clothing projects, also provide some measure of skill development and contribute to the overall assessment. It is important to recognize, however, that the integration of theory and practice in Family Studies is most manifest at the higher levels of the cognitive and affective domains. Measurement of the attainment of these higher level objectives is important for Senior students. Although it is recognized that the achievement of affective aims cannot be explicitly evaluated for grading purposes, assessment of affective growth can nevertheless provide valuable feedback for individual diagnosis and motivation and must not be neglected.

In Family Studies, certain projects require extended periods of time, in or out of class, but involve essentially repetitive tasks. It is important for teachers and students to recognize that the proportion of a mark allotted to any element of a course should be related to the significance of that element to the achievement of the specific objectives of the course and the aims of Family Studies, and not to the amount of time spent on its accomplishment.

If evaluation is viewed as an opportunity to assist each student in the development of a positive self-concept, a final grade, if given, should

reflect an assessment of student growth, not an average of the inferior and superior attempts.

In addition to student evaluation, teachers must also assume responsibility for evaluation that aims to assess the quality of the program. For example, locally developed aims and objectives can be checked for congruency with the aims and objectives of these Family Studies guidelines and with the educational goals of a jurisdiction or the province. The conceptual framework of each program can also be checked for congruency with the unifying concepts of Family Studies and the major concepts of the areas of Family Studies being developed. Learning materials and strategies may also be evaluated with a view to improving the curriculum. No matter how worthy a topic, strategy, or resource might be in itself, if it does not contribute significantly to the aims and concepts of Family Studies, its worth must be questioned for any course developed from these guidelines. The guidelines themselves may also be systematically evaluated to provide feedback for the Ministry of Education and to help identify areas where changes may be needed.

Valid measures of student achievement cannot be obtained from examinations alone, and valid measures of the worth of a program cannot be obtained only from casual observation. It is important that students and others know that the assessment represents a sound professional judgement based on data gleaned from a variety of evaluative procedures. The following are some types of procedures useful in the systematic collection of evaluation data in Family Studies: anecdotal records, autobiographies, checklists, community findings, conferences, crossword puzzles, cumulative records, diagnostic tests, interest inventories, interviews, observations, paper and pencil tests (simple question, completion, analogy, rearrangement, essay, fixed and variable choice, etc.), performance tests, personal inventories, pre- and post-tests, progress charts, rating scales, thematic apperception, sampling techniques, score cards, skill inventories, sociograms.

The methods chosen should reflect the purpose of the evaluation, and should be the result of dialogue between the parties concerned. Standards by which evaluation procedures are judged should be appropriate. Appraisal must acknowledge variables such as student readiness, learning styles, time, accessibility of resources, community and parental expectations, and limitations of the various procedures. Many of the methods listed above can be used by students for self-evaluation, which should be encouraged.

All evaluation procedures are based to some extent on the personal value systems of teachers and the administration. Introspective assessment of these personal values could lead to increased objectivity throughout the evaluation process.

Selection of Resources

The nature of this multidisciplinary subject precludes the existence of any one textbook to cover the entire field. Even in the separate areas of study, a comprehensive text can do little more than provide a survey of the field and an extensive resource list. The resource list that supplements this document (published separately as *Family Studies, Senior Division: Resource List*) is comprised of entries selected for the contribution they can make to the aims and objectives of Family Studies.

Keeping up to date on resources can be facilitated by regular reading of professional publications in which books, films, learning packages, games, multimedia kits, and other resources are reviewed and advertised.

Keeping up to date on recent research, new or revised theory, new ways to apply theory to practical situations, and ideas for educational approaches is also facilitated by reading current publications. This type of information from *primary sources* often appears in such publications long before it reaches the pages of a text or reference book.

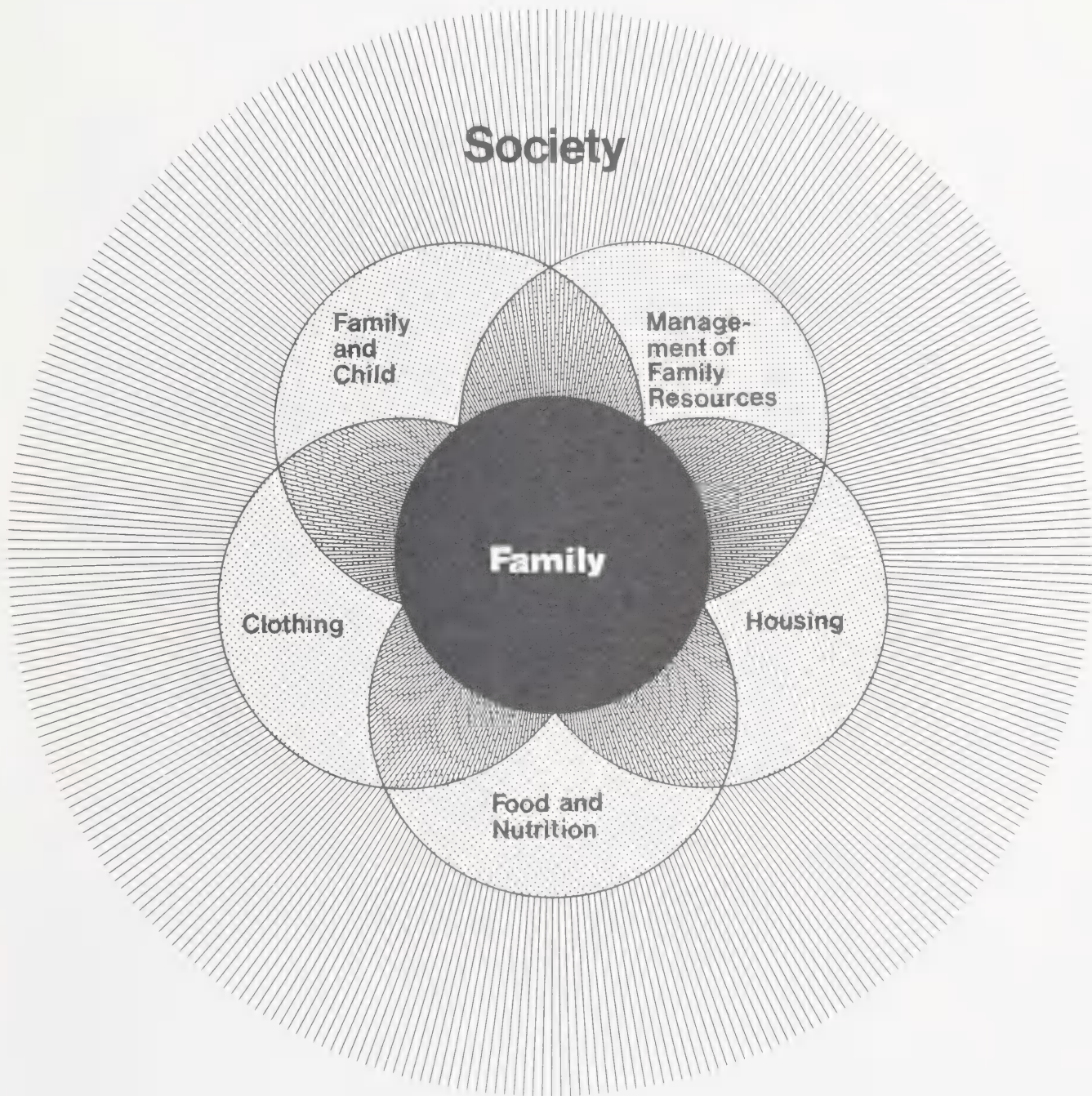
Secondary sources, in which ideas from primary sources are condensed, summarized, and sometimes explained and integrated, are especially valuable when they contain resource lists that identify the primary sources used. Books of readings may contain both primary and secondary sources. Resource books may contain tertiary sources as well.

Tertiary sources usually represent more or less subjective opinion or commentary and seldom identify their sources. Popular books, magazine articles, and films often fall into this category. It is these tertiary sources that frequently provide the variety of insights into attitudes, feelings, and values inherent in family issues and their interpretation, insights that are needed for a balance between cognitive and affective learning.

Many films, from feature-length movies to three-minute single-concept films, can help the student in the application of theory in the Family Studies field. Filmstrips, overhead projectuals, slides, videotapes, audio recordings and tapes, and multimedia packages are increasingly available commercially. A number are listed in the resource document, but teachers will want to update their lists regularly, and some teachers may wish to produce some materials of their own.

The importance of people as resources for Family Studies must not be overlooked. Resource persons can be students in the class or the school, other teachers, or professional or lay members of the community.

Areas of Family Studies



These areas of study, used in accordance with the principles outlined in Section 1, will lead to the development of courses for credit towards the Secondary School Graduation Diploma.

Family and Child

Rationale

From the time of Plato and Plutarch, philosophers have expressed concern about change in the family and its consequences for society. In the twentieth century, and particularly since the Second World War, the ultimate disintegration of the family has been forecast by some writers. Other writers, representing a majority view, have welcomed change in the family as an indication of the inherent strength of this institution and of progress towards fuller realization of democratic ideals. However, change in the family has produced some strain. While life in contemporary society offers more opportunity for personal fulfilment than has been available in the past, it may, by disturbing long-established roots, by emphasizing material and individual success as the criteria for achievement, and by imposing mass tastes on the individual, give its members an uneasy feeling of emptiness, isolation, and loneliness.

As attempts have been made to resolve the tension between these paradoxical aspects of contemporary society, the fundamental importance of building satisfying human relationships has been increasingly recognized. The family, with its internal and external relationships, is a highly significant social unit and is probably the most important factor in determining the nature of the interpersonal relationships that children and the adults they grow into will carry with them throughout their lives. In addition, the family can be the centre of emotional support and affective expression in a society where other sources of such support are not readily available.

The development of insights into the complex nature of human relationships requires organized study. In addition, students need practice in the competencies involved in interpersonal relationships. Students who develop some understanding of human behaviour and interpersonal relationships will recognize that such relationships are crucial in the development and maintenance of individual and family patterns of behaviour. They will also perceive the inevitability of differences of opinion when individuals live together and the importance of positive techniques for solving such differences. This knowledge will help students evaluate the strengths and limitations of various forms of the family for meeting the needs of the individual in our multicultural society.

Relationships within the family are particularly important to children. Since the family provides the training ground, the instructors, and the models for children, it is there that children develop love, understanding, tenderness, and co-operation or, alternatively, become filled with suspicion, hostility, callousness, and hate. In the past, it has been traditional to study the child in relative isolation from other members of his or her family. This document recommends combining a study of the needs of children with a study of the ways in which the family meets these needs. This integrated approach will help the student to appreciate the reciprocal relation between child and family and recognize its importance to the individual, the group, and ultimately society.

Implicit in a study of the family is an examination of personal and social values. What students value in the family is so close to them that the subject of values must be raised to a conscious level before they can objectively consider assumptions about human nature, family life, and social order. This fact is particularly important in our multicultural socie-

ty, where traditions and values concerning families may vary. Only through an understanding of values and their influence on behaviour will students be able to make realistic and valid decisions on matters relating to their course work and affecting their personal lives.

This guideline permits the use of "Family and Child" in conjunction with Section 1 for the development of a full credit course. Such a course could emphasize human development and human relationships with a *parenting* focus, provided the other required concepts are also included. "Family and Child" may also be used in combination with any of the other areas of Family Studies to develop a course.

Concepts

The study of family and child must contribute to the four unifying concepts of Family Studies (page 6). In addition, such a study must focus on helping students to develop greater understanding of these major concepts: *universality of individuals and families, uniqueness of individuals and families, the dynamic nature of the family, human development, and human relationships*. These major concepts make a significant contribution to all of the unifying concepts of Family Studies. *Values and decision-making*, for example, are involved when students learn about the complexity and diversity of family life inherent in its *universality* and *uniqueness* and discover ways in which they can influence the family environment in order to facilitate growth for all family members.

Aims and Objectives

Students of "Family and Child" are expected to work towards the achievement of the aims of Family Studies (page 6) through the more specific aims outlined below:

- to build a foundation for an evolving philosophy of family life, including a concern for the well-being of children;
- to gain greater understanding and appreciation of the family's importance to the well-being of the individual and of society;
- to learn to live, as an individual and a family member, in an environment that is undergoing dynamic and often confusing change;



- to develop the knowledge, understanding, and attitudes required for making rational and responsible choices among the emerging alternatives associated with family life;
- to understand and appreciate that personal, familial, and societal values influence family lifestyles and relationships;
- to understand the significance of the family as a group of interacting personalities whose influence affects the individual's ability to achieve satisfying relationships with others;
- to gain greater understanding of children, of oneself, and of one's own family relationships through an organized study of child development in the family setting.

In working towards the specific aims of "Family and Child", students will be expected to achieve the following objectives:

- to analyse the effects of technology, urbanization, and other forms of social change on family functions and structure;
- to explore the traditions of the family and come to see them as important components of its cultural heritage;
- to examine contemporary issues, discuss their relevance for families, and examine ways in which families can cope with the complex decisions they are required to make;
- to identify and clarify personal values and examine their influence on personal and family decisions concerning lifestyle and personal relationships;
- to inquire into the relationship between values (personal, family, and societal) and social decisions affecting families;
- to consider the proposition that the ability to appreciate and build human relationships is the key to the quality of family life;
- to acquire some skills in interpersonal communication which can be applied to improving the quality of family relationships;
- to study the influence of the family on the child and the effect of the child on the family;
- to explore the meaning and implications of responsible parenthood;
- to apply an understanding of child development to the care and guidance of children.

Suggested Topics

The following topics are organized into units consistent with the traditional classification of subject materials. Some teachers will prefer a thematic organization. As long as learning experiences lead students to acquire the concepts and attain the aims of Family Studies, as well as the

aims and objectives of "Family and Child", the final choice and organization of topics are left to the discretion of local teachers and school officials.

1. Nature of the family

- varieties of concepts of the family
- human characteristics making family life necessary
- universal functions performed by the family
- influence of the family on the values of family members

2. The contemporary family

- fundamental strengths and limitations of the family for the individual and contemporary society
- the effects of pertinent social, technological, and economic factors on the traditional ways of satisfying the basic needs of family members
- modifications in family life related to changes in attitudes, beliefs, values, expectations, and roles of family members
- consequences of modifications in terms of the family's ability to meet the needs of the individual and society
- critical examination of the family of the future as imagined, implied, and predicted in science fiction, non-fiction, and research reports
- means of controlling change
- some ethical problems relating to manipulation of family variables

3. Role of interpersonal relationships in individual and family behaviour

- complex nature of human relationships
- relationship between interpersonal competence and self-concept
- primary influence of the family on the individual's interpersonal competence
- significance of the development and maintenance of the affectional quality of relationships
- exploration of ways of communicating and their effectiveness
- effect of patterns of family organization on family relationships and use of family resources
- interpersonal relationships at significant stages of the family life cycle
- decision-making and conflict-resolution in family relationships
- place of tradition and ritual in family relationships
- intergenerational relationships and the sense of personal identity

4. Child in the family

- primary importance of the family to human development
- motivation for and attitudes towards parenthood
- factors influencing the effectiveness of child-rearing by parent
- reciprocity in parent-child interaction
- developmental stages in the life of a child, including a consideration of the theories of development, expected behaviour, and major factors affecting behaviour



- techniques of observing the behaviour of young children in life and true-to-life films; techniques of recording and interpreting observations
- principles underlying child behaviour and development, derived from personal observations and research studies and the analysis of recognized theory
- application of principles of child guidance and child care in experiences with children
- factors inherent in effective parenting

5. Society and the family

- availability of community resources dealing with family problems and their effectiveness in helping families build and maintain interpersonal relationships
- examination of the extent to which all adults in society are responsible for children
- legal rights and responsibilities of family members.

Teaching and Learning Strategies

General Strategies

All of the strategies discussed in Section 1 of this document (page 10) can be used to help students develop the concepts and achieve the aims and objectives of "Family and Child".

While the topics as outlined can form the basis for the organization of a course of study, a theme approach provides an organizational pattern that is more likely to promote understanding of the interrelationships involved in any study of families and children. The relative emphasis given to the family group or to the child may vary in different themes. Although themes can be studied in any sequence, a theme that provides students with an overview of the family (e.g., *The Family and Change*) is a logical starting point. Such an overview serves as a frame of reference for further study of any aspect of the family.

The approaches and methods given for each of the themes that follow illustrate the wide range of possibilities open to the teacher of "Family and Child". They are intended as examples only and are not necessarily limited to the specific theme in the context of which they appear.

Themes

The Family and Change. This theme focuses on the dynamic nature of the family. It affords the pupil the opportunity to consider such important questions as: How and why has family life in Ontario changed over the last 150 years? What changes are occurring at the present time? What changes may occur in the future? What have been, are, and may be the consequences of such changes for the individual and for society? What control over change can the individual exercise?

First-hand reports are the best source of information on life in early Ontario. Science fiction, as well as some current novels, popular literature, and articles on variant family forms, will help students speculate about the family of the future. In this way the students can trace the changing functions and traditions of family life and predict some trends, as well as consider the significance of continuity between generations and the flexibility and resilience of the family and its capacity for survival and growth.

Between Child and Family. This theme focuses on the child in his or her family setting. Students will learn that human development is influenced profoundly by the quality of the interaction in the family, particularly between the child and his or her parents. Questions such as the following will arise: What conditions nurture growth in children? How does socio-cultural background influence child-rearing? Is knowledge of child development the most important requirement for good parenting? What is the optimum degree of freedom for children? How much control should parents exercise? How have children been perceived in different periods of history? What factors influence patterns of child-rearing? How well are

child-rearing tasks performed by various types of families? By using case studies, short stories, newspaper reports, articles in popular magazines, and pictures, as well as significant books and selected research articles, students can find answers to these and other questions.

Observation of children at home, in an elementary or nursery school, or in a film can be a valuable learning experience, particularly if the student is aware that personal bias is involved when he or she selects, describes, and interprets the causes of observed behaviour. In addition, interviews with parents, child-care workers, and teachers can reduce the danger of oversimplification. Use of the empathetic approach will help students develop both a feeling for and some knowledge of parenting and childhood.

The Family and Interpersonal Relationships. In this theme the student is afforded the opportunity to gain greater understanding of the importance of human relationships in the development and maintenance of individual and family patterns of behaviour. In addition, the student will develop some skills that can be used for building human relationships. The empathetic approach is particularly appropriate for this theme, because empathy involves both knowledge and emotion. Using the empathetic approach, the students can examine such topics as stages of the family life cycle, changing roles of family members, effect of the vicissitudes of life on family members, interaction of children with parents, decision-making, values, factors to consider in choosing a lifestyle, the family as a learning environment, management of resources, and principles of household organization. Simulation games and role-playing are also useful methods for this theme.

It is vitally important that this theme be grounded in reality, since constraints as well as opportunities are part of life. For this reason, students should enlarge their understanding of human relationships by reading significant books and articles.

The Family Through Literature, Art, and History and Changing Concepts of Childhood. Although resources in this area are scarce, these themes afford an exciting way of exploring family life. Students investigating the family as seen through the eyes of writers and painters would use inquiry questions similar to those used in the preceding three themes. While several anthologies of family literature and child development are currently available, teachers and students will require both imagination and resourcefulness to undertake a study of the family through these themes.

Resources

Teachers are asked to consult the resource document that supplements this guideline, *Family Studies, Senior Division: Resource List*. In addition to the resources listed for Section 1 of the guideline, the resources listed for "Family and Child" are representative of the many materials available for an objective study of families and children. Resources listed for Section 3, "The Canadian Family in Perspective", may also be useful for background information and perspective.

Management of Family Resources

Rationale

Families and individuals are faced with an increasing number of choices in carrying out the primary responsibilities of providing a satisfying living environment, feeding and clothing individuals, guiding and educating the young, creating and nurturing satisfying human relationships, and interacting with society.

Each individual and each family has a unique combination of human and material resources, which they use, consciously or unconsciously, to create a personal lifestyle. These resources include not only time, energy, money, and material goods, but also knowledge, interests, abilities, skills, attitudes, and interpersonal competence.

"Management" implies the conscious use of resources to achieve goals. In the context of Family Studies, management consists of purposeful behaviour directed towards the creation and use of resources to achieve individual and family goals. Goals may be related to the acquisition of material goods, such as clothing, food, and housing, and may thus involve an understanding of family economics. Goals may also be related to more abstract aspects of the living environment, such as human relationships, socialization, education, conservation, and health.

Management is a tool through which individuals and families can increase the depth of their insight into problems and challenges and implement rational and creative plans for achieving the quality of life they desire. The decisions families and individuals make about how to use resources to meet goals affect not only their own lives but those of other families in the community, the nation, and ultimately the world.

"Management of Family Resources" may be taught as a course by itself, or it may be combined with any of the other areas of Family Studies (page 5). This area of study is especially appropriate for a survey course that would include major concepts of the other four areas of study.

Concepts

The study of management must contribute to the students' development of the four unifying concepts of Family Studies (page 6). *Values and decision-making* are major concepts in "Management", central to the understanding of the management process. The concepts of *family as environment within environment* and *interpersonal relationships* will also be developed through the study of management, as topics related to the effects of decisions on individuals, families, and communities are studied.

Supporting the four unifying concepts are three major concepts specific to the study of management: *social and economic influences on individual and family management*, *the elements of management*, and *the management process*. An understanding of the interrelationships among the seven concepts can be facilitated by the use of a systems approach to the study of management.

Aims and Objectives

Students of "Management" are expected to work towards the achievement of the aims of Family Studies (page 6) through the more specific aims outlined below:

- to learn how to gain some measure of control over one's own life by increasing one's ability to use management processes;
- to understand and appreciate how management processes can be used by families to meet the challenges and problems of individual, family, and community life.



In working towards the specific aims of "Management", students will be expected to achieve the following objectives:

- to identify both universal and unique resources available to each individual, family, and community, and to consider how they can be used to achieve goals;
- to develop empathy for individuals and families whose goals are different from one's own;
- to analyse the relationship between management of individual and family resources and quality of family life;
- to identify values and consider them in relation to family goals and philosophy of life;
- to examine the role of decision-making in management;
- to examine the effects of personal and family decisions on interpersonal relationships;

- to explore the implications for others of one's own personal decisions;
- to become more competent in applying management processes to the use of resources for personal and family living;
- to develop skills for participation in group decision-making in school, family, and community affairs.

Suggested Topics

The following topics are organized into units consistent with the traditional classification of subject materials. Some teachers will prefer a thematic organization. As long as learning experiences lead students to acquire the concepts and attain the aims of Family Studies, as well as the aims and objectives of "Management", the final choice and organization of topics are left to the discretion of local teachers and school officials.

1. The nature and role of management in family life
 - relationship between management and quality of family life
 - management as the use of resources to attain goals: a systems approach
 - the significance and effect of management of resources on interpersonal relationships
 - management as a tool for assessing and coping with ongoing social and technological change
2. Influences on management
 - societal: traditional roles and changing roles of men and women; community expectations; interrelationship between family and society
 - economic: availability of goods and services; relationship of family income to the family's and society's expectations; interrelationship between family and society
 - family characteristics
3. Elements of management
 - values, goals, standards: their identification, clarification, interrelationship, relevance, importance, and influence on the lives of individuals and families
 - resources: human and non-human; availability, alternative uses, creation, and substitution; satisfaction in using; variety in combination
4. Management processes
 - decision-making: types of decisions; steps in decision-making; interdependence of decisions; family decision-making; influences on decisions; place of interpersonal communication skills
 - goal setting
 - planning and implementing
 - evaluation

5. Use of management elements and processes in everyday life
 - use of time; the influence of values on choices made; the effects of choices on individuals and on interpersonal relationships in families and society
 - role perception in allocation of household activities
 - the place and importance of family activities, including the allocation of household responsibilities, in the personal development of family members
 - means of identifying and coping with causes of stress and fatigue
 - use of individual and family resources viewed from a community and world perspective
 - application of management processes to household activities, including principles of work simplification
 - factors affecting financial decisions; the influence of financial decisions on interpersonal relationships; the application of management to family finances; varying attitudes towards the need for financial security and conservation.

Teaching and Learning Strategies

Students are more likely to see the interrelationships among the major concepts of "Management" when courses are organized around themes rather than topics or units. In themes such as *Time and Family Relationships*, *How to Get Where You Want to Go*, *Attaining My Ideal Lifestyle*, *Resources and Constraints: Their Influence on My Life*, *Lifestyles, Values and Resources*, *Making Decisions in a Family*, *Getting the Work Done*, *Making a House a Home*, and *Skills for Independent Living*, emphasis might be placed on either the individual or the family, in any or all stages of the life cycle. Such themes might include inquiry into questions framed by the students; these could include: How does the first baby affect the living and spending patterns of young parents? Is there a relationship among spending pattern, lifestyle, and quality of life? What are the essential and non-essential activities of a family? How do family members spend their time? How do one-parent, two-career, multigeneration, and two-family units manage? Should food be grown and/or preserved at home?

Themes such as *Decisions: How They Are Made*, *Lifestyles, Values and Resources*, and *Skills for Independent Living* might be particularly appropriate for a survey course designed for students with little formal background in Family Studies. Other themes could be planned by organizing the "Management" topics in this guideline around typical management concerns of individuals and families in a community. Such concerns could be indentified through a survey conducted by the students themselves. Most of these themes would use concepts from the areas of "Food and Nutrition", "Clothing", "Housing", and "Family and Child", in addition to those from "Management".

While it is suggested in this document that the theme approach may be most appropriate for planning a course in management, it is also possible to use topics or units. The topical outline beginning on page 31 is one possibility. Another way of organizing topics might be to structure them into four units, three built around the major concepts of "Management" (page 29) and one around the systems approach to management.

In Section 1 of this document, several teaching-learning strategies have been described. Specific application of some of these strategies to a study of management may be found in Gross et al, *Management for Modern Families*; Meiklejohn, *People and Change: Family Management*; and Paolucci et al, *Personal Perspectives*.

The necessity for preliminary or follow-up investigation of documented material is implicit in all the above approaches and strategies. The purpose of such investigations is twofold: to test the validity of the points of view and to help students make valid generalizations. It is also crucial that the variety of managerial practices and their influence on family well-being and interpersonal relationships be the major focus for all courses in management. Such an approach will help students to recognize and weigh the costs of facile or short-term solutions to complex problems.

Resources

Teachers are referred to the resource document that supplements this guideline, *Family Studies, Senior Division: Resource List*. Several comprehensive management resources and others related to management concepts of values and decision-making are listed for Section 1 of the guideline because they are relevant to several areas of Family Studies. The additional resources listed in the "Management of Family Resources" section can help to enlarge the concepts in more specific ways.



Clothing

Rationale

Throughout recorded history, personal adornment and clothing have been needs of mankind and have reflected the condition and development of society. Present-day trends in clothing can be traced through history and across cultures and can be related to social, psychological, economic, and technological factors in the environment.

Clothing is a medium with which individuals can experiment in the search for identity and self-expression. It is a visible means by which individuals may express their values, interests, attitudes, and artistry and satisfy some of their social, psychological, and physical needs.

Parents' attitudes, values, and practices with respect to clothing affect those of their children. From the moment parents decide whether or not to dress their infant girl in pink or their boy in blue, concepts of clothing related to role and status begin to develop. The family's influence continues through the adolescent and early adult years, when clothing decisions can be a cohesive or a divisive factor in relationships between teenagers and their parents.

The proportion of the family budget allocated to clothing varies among families according to such factors as size of family and composition, family income, employment and recreational roles, and values related to clothing held by various family members. The satisfaction to be derived from clothing purchases can be maximized if families give due consideration to the social, psychological, aesthetic, scientific, and economic aspects of clothing in making purchasing decisions.

Although "Clothing" may be taught as a course by itself, courses that combine "Clothing" with aspects of "Family and Child" and/or "Management of Family Resources" are more likely to meet the requirements of Family Studies.

Concepts

The study of clothing must contribute to the students' development of the four unifying concepts of Family Studies (page 6). The concept of *interpersonal relationships* will be developed primarily through the study of the social and psychological aspects of clothing; the concepts of *values* and *decision-making* will be developed as students examine goals to be taken into account in meeting the clothing requirements of individuals and families within available resources. Although the study of clothing will emphasize the concept of the family as an environment that affects the individual, certain sociological, economic, and consumer aspects of clothing study will also contribute to the concept of the family as a unit in society.

Supporting the four unifying concepts are four major concepts specific to the study of clothing: *significance of clothing*, *nature of clothing*, *provision of clothing*, and *use and care of clothing*. Perceptive and creative experiences, including the examination of as many kinds and qualities of clothing as possible, are fundamental to the adequate development of these concepts.

Aims and Objectives

Students of "Clothing" are expected to work towards the achievement of the aims of Family Studies (page 6) through the more specific aims outlined below:

- to understand and appreciate that attitudes and practices pertaining to clothing in the family and in society affect the individual's decisions concerning clothing;
- to acquire some knowledge of and skill in the use of resources for decision-making concerning individual and family clothing;
- to develop criteria that will help one derive personal satisfaction from clothing;
- to develop a sense of design that is both rational and intuitive and to appreciate its application to fabrics and clothing;
- to attain some measure of enjoyment and fulfilment through creative effort and perceptive experiences.

In working towards the specific aims of "Clothing", students will be expected to achieve the following objectives:

- to study the relationship between the individual's developing self-concept and the clothing values and practices of the family and peer group;
- to examine the impact on family and peer relationships of decisions concerning the acquisition, use, and care of clothing;
- to examine the importance of clothing as a medium of expression and communication;
- to explore the significance of clothing to man throughout history and across cultures;
- to study the elements and principles of design and determine their effectiveness as determinants of good design in fabric and clothing;
- to study some of the relationships between the characteristics of fibres, fabrics, and construction techniques and the selection, use, and care of clothing;
- to consider how the budgets of families and individuals are affected by the clothing values and practices of individuals;
- to consider some of the relationships between personal and family clothing expenditures and the Canadian and international clothing industry;
- to complete projects that reflect the individual's creative efforts or perceptive experiences in clothing study.

Suggested Topics

The following topics are organized into units consistent with the traditional classification of subject materials. Some teachers will prefer a thematic organization. As long as learning experiences lead students to acquire the concepts and attain the aims of Family Studies, as well as the

aims and objectives of "Clothing", the final choice and organization of topics are left to the discretion of local teachers and school officials.

1. Social and psychological aspects of clothing

- theories about clothing: for protection, modesty, adornment, status, self-expression, role identity, achievement of personal goals
- changing attitudes towards clothing as related to family and peer pressures, societal influences, and physical and psychological aspects of the maturing process
- influence of values, roles, interests, attitudes, and special needs on clothing choices of individuals
- effect of the use of family resources for clothing on relationships among family members
- dress as a reflection of the social, political, and economic climate of an era, including a consideration of national and native costumes as symbols of cultural roots and contributors to current fashion trends
- cycles of fashion and present trends in dress as possible indicators of clothing of the future

2. Aesthetic aspects of textiles and clothing

- application of the principles of design through the rational organization of the basic elements of design into pleasing effects; the intuitive aspects of appreciation of good design; influence of culture, place, time, situation, social position, feelings, family, and peers on personal criteria and acceptance and rejection of design;
- clothing and fabric design as artistic expression; appreciation and enjoyment of beautiful fabrics and clothing
- the contribution of an understanding of clothing and textile design to an understanding and appreciation of other art forms
- the universal and timeless nature of design principles
- effect of mass media, movies, theatre, art, production methods, and high fashion on the design of everyday dress, past and present; shift in location of world fashion centres; development of clothing design in Canada

3. Scientific, economic, and consumer aspects of textiles and clothing

- ways of providing family clothing: purchase, construction, recycling, sharing; factors influencing decisions, such as knowledge, skills, space and facilities, motivation, attitudes, and perceptions; development of appropriate skills relating to any or all methods of provision
- the relation of some of the physical and chemical characteristics of fibres and yarns to the performance, use, and care of fabrics; the effect of various methods of fabric construction on the characteristics of fabrics made from a variety of fibres and yarns; characteristics of fabrics of current interest
- the effects of interrelationships among fibres, yarns, and fabric and garment construction and finish on the performance, use, and care of fabrics currently available in retail outlets and used in ready-to-wear garments; practice in construction techniques appropriate for specific fabrics



- fabric identification: some guidelines that may aid in the recognition, use, and care of fabrics
- individual and family clothing expenditures: cost of clothing related to expected use, satisfaction, and lifestyle
- effect of type and combinations of fabric, design, and method of garment construction on use and care of home-sewn or ready-to-wear garments; the use and care of garments in relation to the special needs of various age groups
- the roles of government, industry, and consumers in establishing standards and providing information about textiles and clothing on the market

- the relation of the textile and clothing industry to the economy of Canada and other parts of the world
- current economic and ecological concerns and their effect on the quantity and quality of textiles and clothing available, use of resources, and desired lifestyle
- climate and energy supply as factors affecting clothing choices.

Teaching and Learning Strategies

Inquiry

A clothing course, or the clothing section of a general Family Studies course, lends itself to an independent study approach through which each student pursues one or more themes through inquiry. Learning strategies involving small and large group instruction are also effective.

The following are examples of inquiry questions that might lead students to worthwhile generalizations:

- What factors in your parents' and teacher's background might account for their attitudes towards the way you dress?
- How important are brand names? How do you know you have made a good purchase? Why do you choose the stores you do? Which are your favourite clothes? your mother's? your father's? your brother's? Why?
- What are some similarities and differences between today's fashions and those of the past? between fashions in Ontario today and in other parts of Canada, such as the Northwest Territories, the Atlantic provinces, and Western Canada? in other parts of the world?
- What is the range in quality and cost of fabrics in your community?
- What are some relationships between the fabrics available on today's market and the styles of ready-to-wear garments and commercial patterns?
- Who decides what is fashionable or in style for children, teens, adults, older people?
- What are some relationships between clothing and lifestyle?
- In novels or plays you have read, how does the author's description of characters' clothes help you to understand their personalities?

Themes

Themes can be organized around contemporary issues related to clothing that are of particular interest to students. Any of the topics listed could become the major focus of a theme, with other topics contributing to the theme in a variety of ways. The choice of themes and interpretation and emphasis of topics within each theme will depend on the interests, abilities, and previous experiences of the students.

For example, themes such as *Clothing: A Mirror of the Times*; *Social and Legal Attempts to Control Clothing*; or *Fashion as Reflection of Social Mores and Values* might relate the clothing of a specific era to the social, political, and economic climate of the time, through a historical study of the period. Students should be encouraged to relate all such investigation to contemporary trends. The nature of clothing for men, women, and children; its significance for daily life or special occasions; and its acquisition, use, and

care by various family members and types of families would be studied. The aesthetic aspects of dress in the era studied could be related to the art and architecture of the period. Literature of the period might shed light on clothing by revealing some of the values, interests, and attitudes of the people. Fabrics and methods of construction could be related to the technology of the era. Individual projects could include: surveys of present-day attitudes towards clothing as they relate to today's social, political, and economic climate; library research on historical and cultural aspects of clothing; construction of one or more garments that reflect the student's own values and standards in today's society.

Students interested in designing might develop themes such as *Clothing Design: A Search for Ideas*; *Creativity in Clothing*; or *Creative Use of Design in Dress*, in which design features of historical and national costumes are analysed and compared with those of contemporary Canadian dress. The design of the garments might be related to sociological and psychological influences and to the technological development of the textile and clothing industries.

Themes entitled *Fabrics to Fit Your Life*; *Clothes for the Casual Life*; *Fabrics: Know Your Choices*; *Fabrics: Creation, Performance, Selection*; *Clothing and Your Environment*; *Clothing and Family Lifestyle*; *Clothing: Function, Comfort, Ease of Care* might emphasize the multiple factors influencing the selection, performance, use, and care of fabrics. Students could explore the scientific and economic factors affecting the selection and use of textiles and clothing, as related to the values, goals, resources, relationships, and lifestyle of individuals and families. They could also examine the fabrics available in past eras and in other cultures and determine the relationship between fabrics and their uses in each cultural setting.

Themes such as *The World of Clothing* and *You and the World of Fashion* could emphasize an individual or group inquiry into cross-cultural aspects of dress, including some of the social, economic, geographic, and aesthetic factors governing clothing choices in various cultures. The distinctive methods of manufacture of textiles and clothing in various parts of the world (e.g., Thailand and the Hebrides) could be compared with the methods used in the Canadian textile and clothing industries.

Other themes could include: *Changing Concepts of Childhood as Revealed in Clothing*; *Dress: An Expression of Conformity and Dissent*; *Fashion Art and Beauty*; *Modesty and Modes*; *Clothing: Focus on Family Relationships*; and *Clothing for Children*.

Individualized Projects

The choice of activity for an individualized project should be based on the interests, abilities, and previous experiences of the student. At the same time, the scope and nature of the project should ensure progression of learning beyond previous understanding and skills. Creative perception or expression should reflect the student's growing knowledge of the social, psychological, aesthetic, scientific, economic, and consumer aspects of clothing. Decision-making should be emphasized during the planning, execution, and evaluation of the project.

Possible individual learning experiences might include the construction of a garment from a commercial pattern that has been modified and individualized for the wearer; fabric printing or dyeing; exploration of textile properties; study of clothing attitudes and factors affecting clothing purchases; weaving of fabric; creative crafts related to clothing; and the exploration of clothing styles in a particular historical period.

Definite objectives and standards should be established before the project is begun, and a plan for evaluation should be part of the overall experience. The objectives and standards for the project should be related to the personal values, goals, and abilities of the student. For example, one student might value a small wardrobe of garments of high quality, while another might value a larger wardrobe of lower quality. These students would select quite different sewing projects. Indeed, the second student might opt for a consumer education project on planning and buying a wardrobe of inexpensive ready-to-wear garments, rather than a sewing project. A student interested in drama could plan an original costume for a special drama production. A group of students might test a hypothesis about clothing practices by conducting a survey on attitudes and behaviour. Others might design or decorate fabric for apparel use.

Truly creative projects take shape when students explore their own ideas within the limits of their resources. A project done in the library can be just as creative as one done in the clothing room. Out-of-school work on projects may be encouraged, but the teacher should provide supportive supervision on a continuing basis. For example, arrangements for use of school facilities outside of regular classroom hours would need to be made in many cases. Experience has indicated that students should be discouraged from selecting projects that require inordinate amounts of time; pattern-drafting and fine tailoring, for example, are too time-consuming, repetitious in terms of learning, and outside the aims of the study of clothing in a Family Studies course. Parents, as well as students and teachers, need to understand the purpose of the project in relation to the aims of the course and should be consulted about the use of resources.

Other Strategies

Some aspects of clothing study may be developed through the empathetic approach, through which students make generalizations about how people think and feel about clothing.

Learning experiences that might help the student develop broad concepts related to clothing include field trips to fabric departments, specialty shops, factories, and the wardrobe rooms of theatres and museums; exposure to local experts (e.g., guest speakers on costume design, retail merchandising, and other related topics); interviews with local people employed in related fields (e.g., a buyer in a local men's wear store and representatives of different age groups and ethnic groups); role-playing, skits, and any other dramatization of situations in which clothing plays a part; analysis of clothing in films, in television productions, and in novels and plays.

Resources

An extensive collection of large swatches of fabric (at least 0.5 metre lengths), representing many colours, textures, fibres, weaves, and finishes, and augmented each year as new fabrics appear, is an essential resource. Films, slides, and other projectual materials can be useful in helping students develop concepts and learn some of the skills needed for their selected creative activity as well as for cognitive development.

A variety of manuals, books, and visual materials on sewing and craft techniques should be available so that students can compare techniques and select those appropriate for their projects. A collection of samples prepared by the teacher, showing various construction techniques, would also be helpful.

Teachers are referred to the resource document that supplements this guideline, *Family Studies, Senior Division: Resource List*. In addition to the resources listed for "Clothing", those listed for Section 1 of the guideline will also be useful in this area.

Housing

Rationale

In today's society, as in the past, housing fulfils many functions for individuals and families. It helps to meet physical needs for comfort and safety, psychological needs for privacy and security, social needs for recognition from and interaction with other people, and also the need for self-expression. In addition, housing mirrors society, reflecting many of society's values, patterns of living, and cultural, economic, and technological developments.

Housing problems, caused by such factors as urbanization, increased mobility, inflation, and rising expectations, have become matters of prime concern for a large proportion of Canadian families and all levels of government. Even more serious housing problems exist in many other parts of the world.

In this guideline the term *home* refers not only to the dwelling of an individual, a family, or a particular group of people, but also to its contents and services and the particular character of the surroundings. The term *housing* expands the definition of home to include the immediate neighbourhood and the larger community.

Most students in the Senior Division will be leaving their family home in the foreseeable future to establish a place of their own; some will already have done so. For most young people, such a move represents not only a major new financial responsibility, but also a change in family relationships and standards of living. The housing environment they choose, including the individuals with whom they may share accommodation, is more likely to be satisfying if conscious consideration is given to the many factors involved.

Throughout the study of housing, students should be encouraged to place themselves in the context of the material studied, both as members of their present families and as individuals who will be establishing a first dwelling in the near future. In any housing course, the human element must be the centre of focus: the home should be seen as a people-centred rather than a furnishings-centred environment. It is important to recognize that students come to the classroom from a variety of cultural, economic, regional, and social backgrounds and to ensure that no student is made to feel unworthy because of his or her particular housing circumstances.

A course in housing may be offered for a full credit if the need for such a course is established. It is also possible to create a course by combining "Housing" with any of the other areas of study. The requirements of Family Studies can be met most readily by combining "Housing" with aspects of "Family and Child" and/or "Management of Family Resources".

Concepts

The study of housing must contribute to the student's development of the four unifying concepts of Family Studies (page 6). The concept of *housing as physical, social, and psychological environment for family living* will be central to the study of housing. Some attention will also be given to the concept of *the family dwelling as part of the community*. The concepts of *values* and

decision-making will be developed as students examine the current housing problems and goals of individuals, families, and society and begin to search for possible solutions. The concept of *interpersonal relationships* will be developed through the study of social and psychological aspects of housing.

Supporting the four unifying concepts are three major concepts specific to the study of housing: *the significance of housing to families and individuals*, *the nature of housing*, and *the provision of housing*.

Aims and Objectives

Students of “Housing” are expected to work towards the achievement of the aims of Family Studies (page 6) through the more specific aims outlined below:

- to understand and appreciate how the housing environment reflects the values of individuals, families, and community and affects their interaction with each other;
- to acquire some of the knowledge, skills, and attitudes needed for responsible decision-making in matters related to personal and public housing.

In working towards the specific aims of “Housing”, students will be expected to achieve the following objectives:

- to explore the impact of housing on the life pattern of the individual, the family, and society;
- to seek insight into the importance of the housing environment as a medium of expression and a setting for family relationships;
- to explore the significance of housing problems to individuals and families in various parts of Canada and to strive to develop empathy for those affected;
- to investigate the influence of social, economic, geographic, political, and technological factors on housing;
- to study the significance of housing to people throughout history and across cultures;
- to become more aware of the relationship between housing decisions and demands on the world’s resources, including space;
- to develop the understanding and attitudes required for active and responsible involvement in housing affairs;
- to learn how to find and use information needed to make informed and responsible decisions concerning individual and family housing;
- to develop a sense of design that is both rational and intuitive and to appreciate its application to the home environment.

Suggested Topics

The following topics are organized into units consistent with the traditional classification of subject materials. Some teachers will prefer a thematic organization. As long as learning experiences lead students to acquire the concepts and attain the aims of Family Studies, as well as the

aims and objectives of "Housing", the final choice and organization of topics are left to the discretion of local teachers and school officials.

1. People's needs in housing

- personal perceptions of space; the home as personal living space
- the importance of the home environment in shaping human lives
- people's physical, psychological, social, and aesthetic needs in housing, considered in historical and cross-cultural perspective
- psychological benefits of a well-designed environment
- variations in needs and values
- the influence of the community on the quality of family life

2. Evolution of present-day housing in Canada

- housing of the past related to predominant family forms and functions and to the social, economic, political, and technological conditions of the particular era under study
- our legacy from other places and eras, such as Elizabethan and Georgian England and colonial America
- our heritage of housing, including nineteenth- and twentieth-century housing in Ontario; the adaptation of styles of other countries and other eras to housing in Ontario; a consideration of the importance of the restoration of houses of architectural distinction and historic interest
- a survey of contemporary styles, including such innovations as modular housing, geodesic domes, mobile homes, self-sufficient housing
- philosophy of design for family dwellings, as seen in the work of some famous architects as well as that of large and small building firms



3. Search for solutions to housing problems
 - the extent, background, and complexity of current housing problems in Canada and their consequences for individuals and families
 - assessment of the effectiveness of community planning in meeting the housing needs of individuals and families in a Canadian community
 - a survey of trends in government-assisted housing for families, senior citizens, and students
 - sociological, psychological, and economic aspects of government-assisted housing, including such factors as the attitudes of the general public and the tenants, eligibility, and rent
 - other areas of government involvement, such as research, mortgage lending, limited dividend housing, and land assembly
 - initiatives by private enterprise, such as co-operative housing, condominiums, and prefabricated housing
 - contributions of individuals through responsible participation in community organizations
 - the effect on housing and the influence on family life of laws and regulations pertaining to such factors as pollution, noise, ownership and maintenance of property, zoning, building and development, expropriation, and conservation of energy
 - the Ontario Human Rights Code as a deterrent to discrimination in housing
 - comparison of Canadian housing problems with some housing problems in Europe and the Third World; comparison of solutions
 - consequences of unsolved problems for individuals, families, and society
 - factors affecting housing of the future, such as population growth, disposal of waste, land use, energy conservation, transportation, and technological advances
4. Choosing a place to live
 - setting realistic goals
 - cost and availability of various types of accommodation, including single- and multiple-family dwellings
 - criteria for evaluating particular dwellings and their locations, with reference to the needs and interests of contemporary Canadian families at successive stages of the family life cycle and at various socio-economic levels
 - proportion of income available for housing, based on amount and stability of income, size of family, values, and goals
 - housing alternatives: psychological and financial advantages and disadvantages of various types of accommodation and methods of payment, from immediate and long-term viewpoints
5. Furnishings
 - furnishings as a reflection of the personality, values, and goals of a family or individual

- furnishings and equipment, as influenced by stage of life cycle, family composition, patterns of living, and resources
- examination of principles involved in the selection of furniture, lighting accessories, household textiles, and large and small pieces of equipment and in the treatment of floors, walls, and windows, through an application of knowledge of design and colour and a consideration of function, materials and their qualities, cost, and care
- energy cost of operation of equipment
- arrangement of furnishings and equipment, including consideration of design principles, use, traffic patterns, and ease of housekeeping
- consideration of the advantages of furnishing a home on the basis of a plan outlining minimum needs and taking into account heirlooms, gifts, and makeshift furnishings, as well as future acquisitions
- methods of purchase

6. Design in the housing environment

- the development of an awareness of design through an understanding of its elements and principles
- provision for privacy and private pursuits as well as for the many types of family interaction through application of design principles to both interior and exterior spaces
- design for conservation: interior climate control through use of draperies, carpets, house plants, awnings, and windbreaks
- the achievement of decorative and psychological effects through application of the theory of colour and the principles of design
- the application of an appreciation of design and colour in making consumer choices
- major factors influencing design trends in housing, including the mass media, social issues, and nostalgia.

Teaching and Learning Strategies

General Strategies

Any of the strategies mentioned in the introductory section of this document (page 10) can be used to help students develop the concepts and achieve the aims and objectives of "Housing", as well as the concepts and aims of Family Studies (pages 6 to 7).

Inquiry and discussion in small groups, role play, the empathetic approach, guest speakers, interviews, certain movies and television dramas, and novels and biographies may all be used to lead students to greater insights into the effect of housing on people.

Either the unit or thematic organization of subject matter can be used to lead students to valid generalizations about housing. In using the unit approach, however, teachers should be on the alert against the danger of dealing with a unit such as *Man's Needs in Housing* at the beginning of a course and subsequently failing to help students relate the insights and attitudes gained to the rest of the course.

Themes

The thematic approach has greater potential than the topical one for helping students integrate insights into people's needs in housing with knowledge of housing itself. The following themes are examples.

Students might study a theme such as *A Place of My Own* independently. Initial direction from the teacher could help them clarify their own housing values and discover many of the factors to be considered in choosing a suitable place to live. As they acquire independent study skills, students might investigate the various types of housing available and the implications of renting or buying. The students will then be in a better position to formulate goals and to make sound judgements in the attempt to realize a dream or to accept a reasonable alternative.

Another study might be organized around a theme such as *Design for Living*, which would give the students the opportunity to cultivate their natural creativity and develop greater understanding of the many elements that make a home an attractive, individual, and satisfying environment. An examination of the factors to be taken into account in designing living space will lead the student to consider such practical problems as the need to accommodate the many types of family interaction, on the one hand, and the need to provide for individual privacy, on the other. In today's energy-conscious world, attention must be given to design that incorporates climate control and to the responsible use of energy and other materials in the home. Since many families now extend their living space to outdoor areas such as patios, pools, and balconies, this theme might be extended to include design of these areas as well.

A theme such as *Housing: A Mirror of the Times* would compare the housing of contemporary times with that of a given period in history. This theme would emphasize housing as it is affected by social structure, economic conditions, values, climate, technology, current trends, and the style of family life. Investigation could include both interior and exterior design. Trends and developments evident in one specific feature of the house, such as the kitchen, could give insights into changing patterns of family life.

An inquiry approach applied to a theme such as *Solving the Housing Dilemma* could give students an opportunity to investigate the complexity of current housing problems and the varying, sometimes conflicting, attempts to solve them. Some questions to examine might include: What is considered adequate housing? What do people value in their housing environment? How many families are inadequately housed in Canada? in your community? What factors contribute to the housing crisis? Who is involved in coping with these problems? What do they do? What are some suggested solutions and the reasons behind them? By what criteria may these solutions be evaluated?

Resources

Teachers are referred to the resource document that supplements this guideline, *Family Studies, Senior Division: Resource List*. In addition to the resources listed for Section 1, those listed for "Housing" can help convey the concepts of housing presented in this document. Books on textiles listed in the "Clothing" section will be useful for information on household textiles.

Food and Nutrition

Rationale

The need for food is so basic to life that one of the world's major concerns is the provision of food for families and individuals.

A large proportion of the world's population is undernourished, and the diet of millions is deficient in one or more key nutrients. In less developed countries, the most severe and widespread nutritional deficiencies, especially among children, are a consequence of protein and calorie malnutrition. Many of the deaths of children under five in these countries are directly or indirectly related to malnutrition, and the children who survive rarely reach full growth potential physically, mentally, or socially.

For thousands of years, food resources kept reasonable pace with population growth, as the nomadic search for food gave way to settled agriculture and a gradual increase in the amount of land under tillage. However, the amount of arable land on this planet is limited, and theorists since the time of Malthus have predicted that the steadily growing world population would eventually use up the world's food resources.

In the twentieth century, the dramatic scientific and technological advances in agricultural production, commonly called the Green Revolution, have brought some hope of increasing the quantity and quality of food. Intended to improve agricultural yields in Third World countries, the new cereal technologies, combined with production-oriented economic incentives, have produced some food surpluses in developed countries, and it is hoped that they will eventually produce similar results in other parts of the world.

In the search for ways of matching food resources to population growth and of distributing food equitably throughout the world, politics have played a major role and will undoubtedly continue to do so.

However, the availability of quality food does not guarantee adequate nutrition; families must possess the knowledge, desire, skill, and economic resources to purchase and use it. Even when a country's total food supply appears adequate, it is possible for the poverty-stricken, uninformed, or misinformed segments of the population to be malnourished.

While nutritional adequacy and proper use of food are important, food for people is much more than an edible substance to sustain life. It has powerful psychological, social, and aesthetic aspects, deeply rooted in human nature, family structures, and culture. It plays a role in human communication, and it can be a symbol of role and status. In many parts of the world, creative cooking has played a significant role in giving limited food resources a major place in ritual and communal celebration.

Basic food habits and attitudes are established early in life, beginning with the first time an infant is fed and continuing with every feeding experience. Parents are influenced in their choice of food for their families by social, cultural, technological, economic, emotional, psychological, and religious factors.

Nutrition education, both in Canada and other parts of the world, must take into account the food habits, taboos, and fads of families and society as well as the resources available for feeding individuals and families. There are no simple solutions to such complex problems.

By combining "Food and Nutrition" with aspects of "Family and Child" and/or "Management of Family Resources", not only can the requirements of Family Studies be met, but also students can gain a broad understanding of food and nutrition.



Concepts

Food and nutrition courses must contribute to the students' development of the four unifying concepts of Family Studies (page 6). Emphasis should be given to the *family within the world environment*; to *decision-making* as it applies to finding solutions to individual, family, and world food problems; and to *values* as the value issues inherent in each topic become evident. Opportunities to develop the concept of *interpersonal relationships* will be most evident in dealing with food customs and rituals in family and other social groups.

Supporting the four unifying concepts are three major concepts specific to the study of food and nutrition: *the significance of food*, *the nature of food*, and *the provision of food*. Experiences with a variety of foods, including preparation, service, tasting, and comparison, are fundamental to the adequate development of these concepts.

Aims and Objectives

Students of "Food and Nutrition" are expected to work towards the achievement of the aims of Family Studies (page 6) through the more specific aims outlined below:

- to understand and appreciate the complexities of worldwide nutrition problems;
- to appreciate the roles of both family and society in the continuing search for solutions to nutrition problems.

In working towards the specific aims of "Food and Nutrition", students will be expected to achieve the following objectives:

- to investigate the nutritional status of the world's population (Canada, other developed nations, Third World countries);

- to develop criteria for judging the validity of information on nutrition;
- to develop the desire to apply an understanding of nutrition in one's everyday life;
- to examine the relationships between nutritional problems and the demands on the world's food resources;
- to develop an awareness of the politics involved in providing food and water for the people of the world;
- to study the social, psychological, and cultural significance of food to individuals, families, and societies;
- to consider the effect of personal and family food patterns on world food resources;
- to study the significance of food throughout history and strive to appreciate the role of food in the development of civilization;
- to gain empathy for the food traditions of other cultures through a variety of experiences with food;
- to develop, through experiences in handling and sampling foods of many kinds, skills associated with food preparation and service that reflect an appreciation of the culinary heritage of various peoples.

Suggested Topics

The following topics are organized into units consistent with the traditional classification of subject matter. Some teachers will prefer a thematic organization. As long as learning experiences lead the student to acquire the concepts and attain the aims of Family Studies, as well as the aims and objectives of "Food and Nutrition", the final choice and organization of topics are left to the discretion of local teachers and school officials.

1. The significance of food in selected episodes of human history
 - the relation of food to social structure in the evolution of social systems, from hunting and gathering through settled agriculture, industrialization, and urbanization
 - the relationships among food supply, family size and population, migration, political stability, and revolution
 - the impact of the agricultural revolution on food resources
 - the influence of war and space exploration on food research
2. Food customs and rituals of families and other social groups in various cultures
 - role of food and food rituals in the lives of families in various cultures throughout the world
 - the influence of taboos and fads on food habits
 - the influence of geography and the historical intermingling of people on food and food habits
 - a comparison of the food customs of selected cultures and those of Canada, taking into account the combinations of food in meals, proce-

dures for food preparation, nutritional adequacy, serving and eating practices, the significance of food in relation to lifestyle, the influence of class and status pressures on food resources in the world, and the evolution of food customs

- conditions for the development and diffusion of the classic cuisines of France and China; Italian influences on French cuisine
- the emergence of a new cuisine as a result of blending several different food traditions (e.g., Canadian, Creole, Hawaiian, Jewish, Hungarian, Mexican)
- the advantages of being able to enjoy a wide variety of foods
- planning and preparation of meals and classic dishes to illustrate the preceding topics

3. World food resources, hunger, and malnutrition

- factors contributing to adequate and inadequate food and water supplies for families, including the social, political, and economic systems and population factors in the countries considered
- available resources; state of agriculture; level of education; marketing practices and facilities; world trade policies; and demands on food resources
- relationship of inadequate food supplies and food habits to hunger and malnutrition; consequences of inadequate diet for physical and intellectual development and for life expectancy
- factors contributing to and possible consequences of obesity, deficiency diseases, dental caries, and congenital metabolic defects in countries with *adequate* food resources

4. Factors to consider in seeking solutions to the world's food problems

- present knowledge about conditions that bring about change in food habits
- impact on food habits of change from a subsistence to a money economy; dependence of nutritional advancement on agricultural, economic, and political factors
- implications of food-sharing agreements between developed and less developed countries, with special reference to the impact of the Green Revolution; the short- and long-term consequences of the work of the organizations of the United Nations and of other governmental and non-governmental organizations
- conflicting views on the relationships among family size, population growth, and future food resources
- priorities in scientific and technological research undertaken to increase food supplies – e.g., new foods, food enrichment, genetic improvement, improved food storage
- trends in food processing, use of food additives, mass marketing, distribution, and advertising: their influence on the nutritional value of food, the nutritional health of people, family food patterns, food choice, and food costs
- implications of the national survey *Nutrition Canada*
- nutritional attitudes of students; food habits practised in the school cafeteria

- the responsibility of the individual, the family, government, and business for nutritional health
- sources of information on food and nutrition ; criteria for evaluation
- exploration of the advantages and disadvantages of providing food self-sufficiency for a family
- values inherent in the response of individuals, families, and nations to the need to reorder priorities in the use of food.

Teaching and Learning Strategies

General Strategies

All of the strategies discussed in Section 1 of this document are suitable for a food and nutrition program at the Senior level. Courses can be developed using the "Food and Nutrition" topics either as they are listed or regrouped into themes. Some themes may focus on a single topic or issue. Students can work independently for at least part of a course, but group work would be important some of the time for the development of the empathy needed to understand global concerns about food and nutrition.

Themes

Themes can centre on comparisons among cultures, as long as the purpose is to achieve empathetic understanding and not value judgements regarding the relative merit of various cultures. Students could analyse the reasons for the development of different food traditions in various parts of the world or, as in the case of China and France, the conditions that have fostered the development of classic cuisines and their adaptation by modern families. Another analysis might be related to why some countries and some families have adequate food and others do not.

Families, Food, and a Hungry World is representative of themes dealing with food in a global context. Students would have an opportunity to examine the ways in which families have obtained food through the ages and in various cultures, how food habits develop and how they are influenced, what factors influence food supply, what has been and is being done to improve the food resources of the world, whether food resources affect family size, and the influence of personal, family, and national decisions on the world's food resources.

A theme such as *Diet and Tradition* could focus on the relationship between food patterns and health, factors that influence food patterns, and some of the common problems that arise when traditional food patterns change.

The World of Food would be representative of themes that consider ways in which nutritional adequacy is related to family food traditions in various cultures and would include some experience in food preparation. Through such a theme, the student would have an opportunity to inquire into such questions as: How can food help bind people together or become the cause of dissension? How does the importance of food in the lives of families vary in different cultures? How does food supply influence food customs? What evidence is there that food customs are becoming similar around the world? What are some differences in food preparation techniques and standards for food products? How did they come about? How do they affect the acceptability, appearance, and nutritional adequacy of food? In addition, the student would prepare and sample foods that might be unfamiliar to him or her.

Themes might also centre on value issues, such as: ecological consequences of expanding food production, under- and over-consumption, international competition and food supplies, and responsibility for world food resources. It is important, however, that value-issue themes do not become so ecologically or politically oriented that the students lose sight of the other three unifying concepts of Family Studies, *family as environment within environment, interpersonal relationships, and decision-making.*

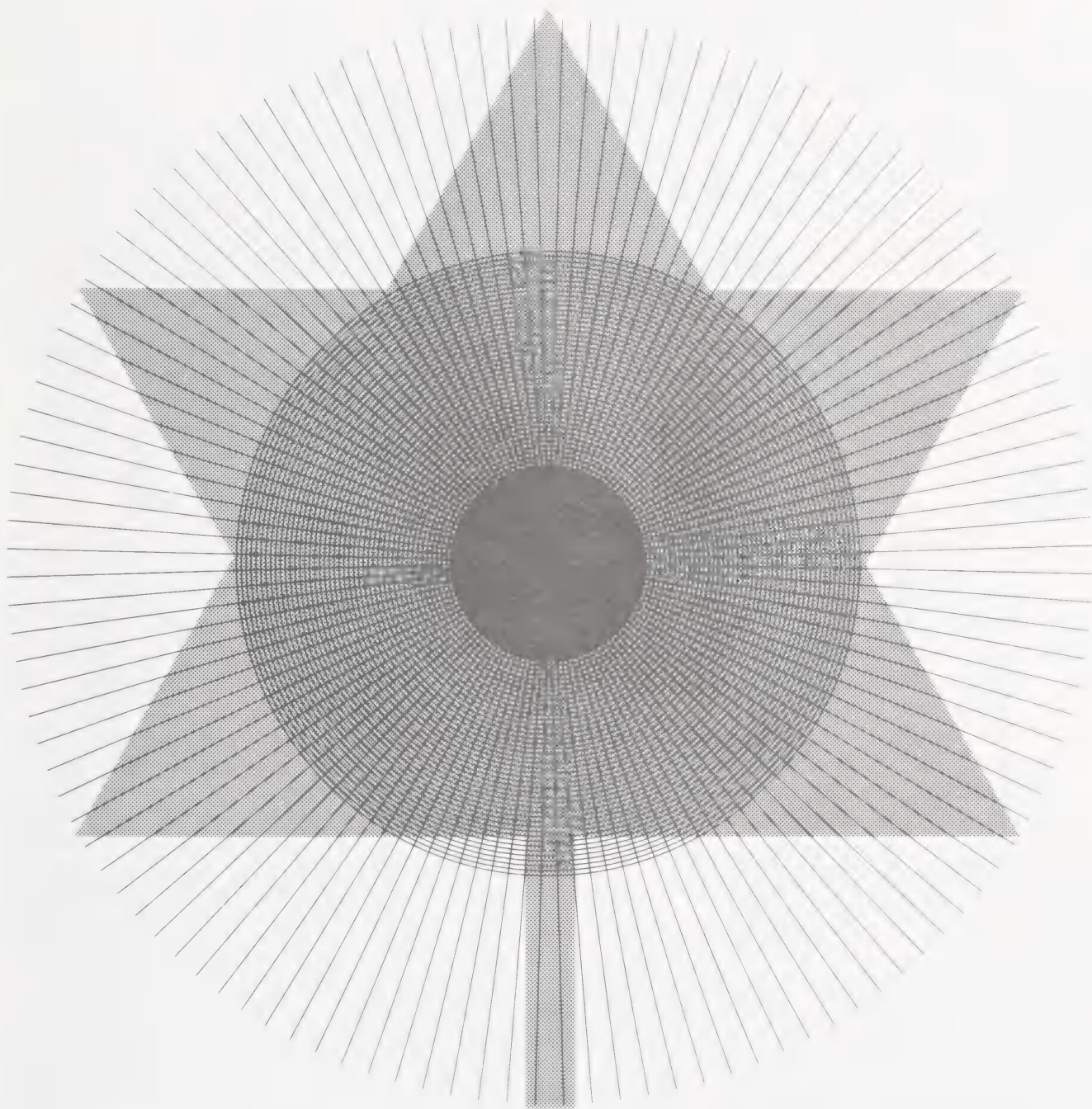
Resources

Students must have access to a variety of up-to-date resources if they are to make valid generalizations and further develop the major concepts of food and nutrition. Books that give a balanced picture of food customs around the world are few in number, and therefore students should be encouraged to use newspapers and magazines as supplementary sources of information. Films and slides provide an excellent method of making students more aware of actual conditions in unfamiliar countries, and should be used whenever possible. Also valuable are the first-hand reports of immigrants to Canada and of people who have worked in other countries under such auspices as the Canadian University Service Overseas, the Canadian International Development Agency, and the Food and Agricultural Organization. Local nutrition professionals, such as dietitians and Ministry of Health nutritionists, can help students explore nutrition needs in the community.

Teachers are referred to the resource document that supplements this guideline, *Family Studies, Senior Division: Resource List.*

Section 3

The Canadian Family in Perspective



This area of study, used in accordance with the principles outlined in Section 1, will lead to the development of a course for one credit towards the Secondary School Honour Graduation Diploma.

Rationale

In conjunction with Section 1, this section of *Family Studies, Senior Division* provides a guideline for the development of a course for one credit towards the Secondary School Honour Graduation Diploma. Portions of the text of Section 1 and portions of this section are statements of policy of the Ministry of Education which must be incorporated into any course developed from this guideline.

"The Canadian Family in Perspective" is a more advanced and specialized version of the "Family and Child" area of Family Studies, with emphasis on the changing contemporary family in Canada. Although there are no prerequisites for this course, it is suggested that the teacher of "The Canadian Family in Perspective" work closely with teachers of courses for the Secondary School Graduation Diploma that have been developed from the "Family and Child" area of Section 2 of this document.

This multidisciplinary course draws from anthropology, demography, economics, geography, history, psychology, sociology, social psychology, and other disciplines that touch upon the family through a specialized branch of their research and theory. Students are expected to synthesize relevant concepts gleaned from many of these disciplines, as well as from other areas within Family Studies, in the process of clarifying and expanding their ideas about Canadian family life and associated social issues.

Concepts

Supporting the four unifying concepts of Family Studies outlined in Section 1 (page 6) are the specific concepts of "The Canadian Family in Perspective".

A study of *the changing Canadian family, as shaped by the interaction of social influences and the needs of individuals*, will involve consideration of the uniqueness of individuals and families, the changing functions of Canadian families, socialization and development of individuals and families, interpersonal communication in families, the family as a unit in the Canadian economy, and the interrelationship of the values of individuals, families, and society. The concept of the family as a *universal institution, through history and around the world*, will provide the second major focus of "The Canadian Family in Perspective".

Aims and Objectives

"The Canadian Family in Perspective" is expected to help the student move towards the achievement of each of the aims of Family Studies given in Section 1 (pages 6 to 7) through the more specific aims outlined below:

- to appreciate the diversity and complexity of the Canadian family of the past and present, and to begin to develop a philosophy of family life for the future, based upon a critical examination of the many factors influencing family life in Canada;
- to understand and appreciate the heritage of the Canadian family, founded on the Judaeo-Christian traditions of Western civilization and enriched by the traditions of other groups who are part of the multicultural mosaic of contemporary Canadian society;

- to gain a measure of the detachment needed for an objective understanding of the contemporary family, through a study of theories and research pertaining to the family in various eras and cultures;
- to understand and appreciate that the family is a system in which the behaviour of every individual is related to and dependent on the behaviour of all the other individuals;
- to understand and appreciate the major role of the family in the socialization of the individual;
- to understand and appreciate the complexities of verbal and non-verbal communication and to recognize the consequences of various styles of communication for family relationships;
- to understand the consequences for individuals, families, and society of personal, societal, and political decisions concerning families.

In working towards the specific aims of “The Canadian Family in Perspective”, students will be expected to achieve the following objectives:

- to trace some of the historical elements that lead to a fuller understanding of contemporary family life in Canada and recognize the contributions and limitations of historical analyses of the family;
- to examine critically common theories about the current state of the family, in Canada and elsewhere, in light of the implications of the persistence of some form of family structure in the face of change throughout history;
- to consider the relationships between industrialization and the changes in personal and social ideologies that contribute to alterations in the form and function of the family;
- to become increasingly aware of, and empathetic towards, the variety of family traditions and lifestyles represented in Canada, manifesting the differing values and ideologies of the various groups that comprise the multicultural mosaic of Canadian society;
- to explore the complex network of interpersonal relationships and interdependent decisions that link individuals into family systems;
- to gain some skill in the use of satisfying communication patterns;
- to discover how individuals and families are socialized into Canadian society;
- to explore some relationships between the Canadian family and the Canadian economy, through consideration of factors associated with family income level, values affecting the spending of income, and the effects of affluence and poverty and of abundance and scarcity on Canadian families;
- to investigate differences and similarities in the family patterns of selected cultures and analyse the significance of worldwide change in family patterns;
- to develop respect for cultural differences and sensitivity to the universal human condition and at the same time achieve some objectivity

towards the Canadian family through a study of the contemporary family in widely differing cultural settings;

– to gain competence in the use of techniques employed in the study of the family through an in-depth, independent study of some specific aspect of the Canadian family including an analysis of values and factual information;

– to experience satisfaction in the acquisition of knowledge and clarification of values in a co-operative learning environment.

Topics

The topics that are fundamental in this course are listed in five interrelated units. The units do not have to be taught in the order in which they are presented; in fact, some teachers may wish to integrate elements of several units into themes (see page 62). It is, however, important to recognize that unit 2, *The Family in Contemporary Canadian Society*, is the central focus of the course. Unit 3, *Socialization: A Primary Function of the Canadian Family*, and unit 4, *Economics and the Family*, provide opportunities for the student to examine in depth two aspects of contemporary Canadian family life. It is expected that topics from these three units will be given special emphasis, both in terms of scope and depth of study.

Units 1 and 5 give special perspective to the study of the Canadian family. They should not be neglected, nor should they be overemphasized. Unit 1, *Roots of the Canadian Family in the Culture of Western Civilization*, will help students understand the contemporary Canadian family through an examination of its heritage and development from biblical times to the twentieth century. Unit 5, *The Canadian Family in Cross-cultural Perspective*, will help students understand the contemporary Canadian family through a study of families whose cultural heritage is different from that of most families of Western civilization. This cross-cultural study will help students not only to view the Canadian family from a global perspective, but also to appreciate the contribution of native Canadians and non-Western ethnic groups to Canadian society on the one hand, and the influence of Canadian societal customs on the family traditions of these groups, on the other.

Unit 1 Roots of the Canadian Family in the Culture of Western Civilization

In this unit the institutional conceptual framework (see page 5) will help students describe the most common family patterns in various historical eras.

From Early Biblical Times to Early Nineteenth Century

In tracing the heritage of the Canadian family up to the late eighteenth century, students will recognize that it is founded mainly on the Judaeo-Christian traditions of Western civilization. Many of the issues confronting the contemporary Canadian family can be identified in Ancient Hebrew, early and late Christian, Roman, British, French, and early Canadian societies. Courtship and mate selection, family authority, family forms and functions, family disorganization, family status and social class, inheritance and descent, roles and relationships, sexual and familial

controls, and values of society are issues that can be examined as students attempt to identify:

- the degree of consistency between family patterns and the cultural setting; differences in family patterns among various segments of society
- changes and detectable trends in family patterns from one historical period to the next
- relevance of the family patterns of earlier periods to an understanding of the contemporary family: traditions that have contemporary acceptance; traditions that give rise to contradictions and conflicts.

Nineteenth-Century Canada

- study of issues related to the family in the distinctive setting of Canadian pioneer society, including both the British and the French heritage
- influence of American and other immigrant groups on Canadian society and family
- profile of Canadian family patterns of the nineteenth century; stereotypes of the Victorian family in Canada.

Twentieth-Century Canada

- effects on the family of wars, depression, affluence, communication, immigration, emigration, and heightened social awareness in the first three-quarters of the twentieth century.

Trend to Conjugal Family

- examination of past and current theories concerning the evolvement of the Canadian family towards a conjugal unit
- relationship between the development of a technological society and changes in the family.



Unit 2 The Family in Contemporary Canadian Society

- current social issues and theories concerning the position of the family in Canadian society today; continuation of the study of issues described in unit 1
- demography of the Canadian family
- systems theory and family process, involving the interaction of family members with each other and with the dynamic cultural setting and also reflecting changing expectations from generation to generation
- nature and development of roles and responsibilities of members of Canadian families
- communication as the major factor in developing constructive relationships among Canadian family members
- changing patterns in social norms and their effect on Canadian families; differing standards among various social groups; sanctions for individuals and families whose values and traditions do not readily fit the norms of Canadian society
- diversity in Canadian family lifestyles, including a consideration of the contribution of native Canadians, of people of French and British ancestry, and of people from other cultural backgrounds; consequences of personal decisions regarding family lifestyle
- effect of family crises on individuals and society; effect of societal crises on individuals and families
- community (local, provincial, and national) support systems for Canadian families
- Canadian laws pertaining to family life; proposals for change; processes of change.

Unit 3 Socialization: A Primary Function of the Canadian Family

- crucial necessity for social relationships
- preconditions for socialization
- theories of socialization
- socialization as a continuing process through the life cycle
- the family as the first agency of socialization in Canada
- part played by *significant others* and agencies such as the school, the church, peer groups, and mass media in the socialization process
- socialization into familial roles (including masculine and feminine, child-bearing, parenting, and grandparenting roles), occupational roles, and recreational roles, and their interdependence in Canadian society
- variations in goals and processes of socialization among different segments of Canadian society
- values of Canadian society reflected in goals and mechanisms of socialization

– consequences for individuals, families, and society of personal decisions concerning socialization.

Unit 4 Economics and the Family in Canada

– consideration of social and demographic factors affecting the income levels and expenditure patterns of the Canadian family

– relationship between personal values and socio-economic conditions and the consumption of goods and services relating to basic needs (food, shelter, clothing), on the one hand, and the consumption of other goods and services, on the other; consequences of consumption decisions on family lifestyle

– consideration of the values and special economic needs of families representing various socio-economic levels and circumstances (the affluent, the poor, the elderly, single-parent families, extended and communal families, etc.)

– consideration of current socio-economic issues (inflation; recession; price and wage controls; strikes; affluence; unemployment; government assistance; scarcity or abundance of food, services, and living space) in terms of societal attitudes, political viewpoints, and government programs as they affect families in various segments of society.

Unit 5 The Canadian Family in Cross-cultural Perspective

– study of changing family patterns (structure, function, life cycle, and controls) in parts of the world in which the heritage and cultural setting differ from those of Western society, as well as among groups within the multicultural mosaic of Canadian society, including native groups of North America

– consequences for Canadian society of the interaction of families of differing cultural heritage

– development of empathy towards those whose values and traditions differ from one's own.

Teaching and Learning Strategies

Each of the teaching and learning strategies discussed in Section 1 of this document may be useful at some stage of the development of this course.

Whether students learn in large or small groups or independently, the depth of study should be such that they develop their ability to generalize beyond the stage of descriptive identification, to the point of understanding relationships among generalizations and occasionally venturing to make predictive generalizations.

Discussion among students and between students and teacher as well as other resource people can help in the clarification of ideas and the development of empathy. Discussion, however, must never be just a sharing of personal experiences and beliefs. Rigorous inquiry should lead students to answer such questions as: How do I know that what I believe is true? With what strength do I hold to my belief and values?

Independent Study

Because of the breadth of this course, it would not be possible to achieve depth in all topics. It is expected, therefore, that each student will pursue in depth one topic or theme of her or his own choosing. All topics of this course offer extensive opportunities for independent study, but only those projects that focus on some aspect of the Canadian family will be acceptable.

It is suggested that this major independent study project form the culmination of the course and that it be assigned from one-fifth to one-sixth of the course time. Students should be alerted to the requirements of this major project early in the course so that they can begin the process of identifying the particular aspect of "The Canadian Family in Perspective" that they wish to investigate.

A good way to prepare students for the rigours of this major project is to assign increasingly complex independent study projects as the course progresses. High standards of performance should be established with the first of such assignments.

The teacher should act as adviser at each stage of development of the major project, from the approval of an initial proposal by the student through preliminary plans, literature search and the identification of resources for data gathering, the analysis of data, and the decision on method of reporting, to the establishment of criteria for evaluation. The actual evaluation of the project may be done co-operatively by the teacher and student; by the teacher, student, and a panel of class members; or by the teacher alone.

Themes

The principles of theme development given in Section 1 of this document (page 12) apply to "The Canadian Family in Perspective".

Topics for themes might be issues confronting the Canadian family, such as those suggested in unit 1 (page 58). For example, a theme entitled *Male and Female Roles and Status* could lead students to examine some of the following: current trends in contemporary Canadian society; the socialization processes that produce individuals who conform to or rebel against society's norms pertaining to roles, opportunities, and status; the implications for the economic circumstances of the family and society of changes in roles and status; the patterns of male and female roles, opportunities, and status, through history and across cultures. Consideration would be given throughout the theme to forces operative in the social setting.

Other themes might be similarly organized but might draw on topics from all five units. Titles could include: *Aging; Child-rearing: A Mechanism for the Survival of Society; Divorce; Transmitting Society's Values; Lifestyles for the Next Twenty Years; Pioneers of the Future; Sexual Controls; Relationships and Status of Family Members; Poverty versus Affluence; Communal Living.*

Still other themes might draw on topics from only two or three units. For example, a theme entitled *The Contemporary Canadian Family in a Conservative Society* might draw mainly on units 2, 3, and 4, while *Family Communication* might draw mainly on units 2 and 3.

There are many theme possibilities, but if the concepts are to be developed and the aims and objectives achieved, only those themes that keep some aspect of contemporary Canadian family life at the centre of the inquiry can be considered to be within the rationale of this guideline.

Resources

The discussion in Section 1 of this document about the types of resources available on the family and the various conceptual frameworks they represent applies to "The Canadian Family in Perspective" (see pages 19-20).

It is important that students be required to read and understand some selected primary source materials, including both papers that present the theories of respected scholars and those that present data supporting or refuting certain hypotheses. Students should be made familiar with the scholarly journals in which such primary materials may be found; at the same time, it is expected that the majority of data leading to generalizations will be gleaned from secondary sources, with tertiary sources, including most films and literature, providing the perspective on and the exceptions to generalizations that contribute to affective development.

Teachers are referred to the resource document that supplements this guideline, *Family Studies, Senior Division: Resource List*. In addition to the resources listed for this section, those listed for Section 1 will be helpful in teaching "The Canadian Family in Perspective".

